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ABSTRACT

This manual is the curriculum component of a series designed to provide school planners and guidance personnel with a comprehensive developmental guidance program model which can be adapted, adopted or used to create new programs. The materials focus on program planning, staff development, guidance curriculum, and activity guides for grades K-12. This curriculum model for elementary/secondary school personnel is organized around two areas, guidance content and goal statements, and the competency-based curriculum model in grade level format. The relationships of content, goals, competencies, performance indicators and suggested performance levels for each grade are described and depicted visually in a series of charts in the first section. Progress report forms for each grade level, to assist planners in developing a reporting system, are presented in the second section. An outline of the total guidance curriculum content is presented in the third section and goal statements for each grade level are summarized in section 4. (MCF)

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A Comprehensive Guidance Curriculum
for
Elementary and Secondary Schools

Georgia Comprehensive Guidance Series

Georgia State Department of Education
Atlanta, Georgia

1981

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Charles McDaniel
State Superintendent of Schools
1981

GEORGIA COMPREHENSIVE GUIDANCE PROGRAM
GUIDANCE AND COUNSELING UNIT
STUDENT SUPPORT SERVICES

GEORGIA DEPARTMENT OF EDUCATION
ATLANTA, GEORGIA 30334

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TABLE OF CONTENTS

Page

INTRODUCTION 1

A COMPREHENSIVE GUIDANCE CURRICULUM 3

COMPREHENSIVE CURRICULUM GUIDE:
CONTENT/GOAL ORGANIZATION 9

COMPREHENSIVE CURRICULUM GUIDE:
GRADE LEVEL ORGANIZATION 245

PROGRESS REPORTS 501

OVERVIEW: DEVELOPMENTAL FRAMEWORK 517

OVERVIEW: GRADE LEVEL COMPETENCIES 543

INTRODUCTION

The *Comprehensive Guidance Curriculum Manual for Elementary and Secondary Schools* provides a framework and model procedures that can be used in guidance curriculum development. The materials in the Manual will support planners who are involved in creating or improving the guidance program in elementary or secondary schools. Guidance curriculum committees and task groups will find the contents of this Manual useful for improving their current program. These planners can adopt the parts of the model which fit their situation, modify other parts of the model, or create new elements that are unique to their local needs.

The Competency-Based Guidance Curriculum Model is designed to provide a comprehensive framework of the knowledge, skills, and attitudes students can derive from a developmental guidance program. The Guidance Curriculum Model is presented to elementary/secondary school personnel in two different ways. First, the Guidance Curriculum Model is organized around guidance content areas and goal statements. This approach should provide planners with an overall view of the scope of the curriculum from Kindergarten through Grade 12. The second approach presents the competency-based curriculum model in a grade level format. Grade levels Kindergarten through Grade 12 are included in this Manual. Progress reports are provided for each grade level to assist planners in developing a reporting system.

A COMPREHENSIVE GUIDANCE CURRICULUM

This Guidance Curriculum guide, in order to ensure developmental soundness, has been organized using the taxonomy of Wellman and Moore (1975) which in turn integrated features of Bloom's Taxonomy of Educational Objectives for the Cognitive Domain (1956) and Krathwohl's *Taxonomy of Educational Objectives* for the Affective Domain (1964).

Briefly, the Wellman/Moore taxonomy is organized around the precept that the developmental learning process moves from a beginning level of awareness and differentiation (*perceptualization*), to the next level of conceptualizing relationships and meanings (*conceptualization*), to the highest level of behavioral consistency and effectiveness by both internal and external evaluation (*generalization*).

Awareness is the term used in the Developmental Objectives to denote the Perceptualization stage of learning. Such example behavioral terms as define, describe, identify, list, recognize. . . , are used in the Competencies, Performance Indicators, and Suggested Performance Levels at the Perceptualization stage. Perceptualization as defined here includes those behaviors which emphasize the acquisition of knowledge and skills, and attention to selected aspects of environment and self. The knowledge and skills most relevant are those needed by individuals in making appropriate life role decisions, and in responding to the demands of school and the social environment. Attention is the first step toward the development and maturation of interests, attitudes, and values. Competencies at the perceptualization level reflect accuracy of perceptions, ability to differentiate, and elemental skills in performing functions appropriate to the individual's level of development. Competencies, Performance Indicators, and Suggested Performance Levels at this stage are concerned with two major categories: environmental orientation and self-orientation.

Such phrases as *Demonstrate a Growing Understanding, Demonstrate a Growing Ability*. . . , are used in the Developmental Objectives to denote the Conceptualization stage of learning. Example behavioral terms such as analyze, assess, compare, contrast, explain, provide examples. . . , are used in the Competencies, Performance Indicators, and Suggested Performance Levels at the Conceptualization stage. Behaviors at the Conceptualization level emphasize action based upon the relationships between perceptions of self and perceptions of environment. The types of action sought are categorized into personally meaningful growth decisions, and adaptive and adjustive behavior. The general goal at this level of development is that individuals will (1) make appropriate choices, decisions, and plans that will move them toward personally satisfying and socially acceptable development; (2) take action necessary to progress within developmental plans; and (3) develop behavior to master their school and social environment as judged by peers, teachers, and parents. The two major classifications of conceptualization objectives are Directional Tendencies, and Adaptive and Adjustive Behavior.

Demonstrate, Use, Maintain. . . , are terms used in the Developmental Objectives to denote the Generalization level of learning. Such example behavioral terms as demonstrate, evaluate, plan, predict, summarize. . . , are used in the Competencies, Performance Indicators, and Suggested Performance Levels at the Generalization stage. Behaviors at the Generalization level imply a high level of functioning which enables individuals to (1) accommodate environmental and cultural demands, (2) achieve personal satisfaction from environmental transactions, and (3) demonstrate competence through mastery of specific tasks and through the generalization of learned behavior, attitudes, and values to new situations. Behavior which characterizes the achievement of generalization level competencies may be described as purposeful and effective by self or intrinsic standards and by societal or extrinsic criteria. Individuals should be able to demonstrate behavioral consistency, commitment to purpose, and autonomy in meeting educational, occupational, and social demands. This, then, is a person who is relatively independent and predictable.

Guidance competencies at this level are classified as Accommodation, Satisfaction, and Mastery. The concept of sequential and positive progress implies a continuous process of internalization, including applicational transfer of behavior and a dynamic, rather than a static, condition in the achievement of goals. The achievement of generalization competencies may be interpreted as positive movement (at each level of development) toward the ideal model of effective persons (self and socially derived) without assuming that individuals will ever fully achieve the ideal.

GLOSSARY OF EXAMPLE BEHAVIORAL TERMS

Define:	explain the nature of something or make the meaning of something clear through statement or discussion.
Describe:	tell how a person looks, feels, or acts; or how a place, a thing, or an event looks.
Identify:	recognize as being a particular person or thing; prove to be the same as something else.
List:	relate a series of names, numbers, words or phrases.
Recognize:	indicate as a previously known person or thing (i.e., to recognize from several examples. . .).

Analyze:	determination of what constitutes the whole by examina- of the parts.
Assess:	determine the amount or extent of; to judge.
Compare:	find out or point out how persons or things are alike and how they are different.
Contrast:	show differences when compared or put side by side.
Explain:	made plain or clear; tell the meaning of; tell how to do; state the cause of; give reason for.
Provide Examples:	make clear through appropriate stories or comparisons.

Demonstrate:	make evident, to prove or show by actions.
Evaluate:	determine the worth or effectiveness of something, appraise.
Plan:	form a method for doing or achieving something.
Predict:	foretell, imagine what the future may hold.
Summarize:	review, compile related information, give an overview.

The means by which these behavioral terms are accomplished will be decided upon by those persons actually using this Guidance Curriculum. The consistent use of these general behavioral terms within the guide should allow those persons to creatively choose measurable and/or subjective determinants which fit their individual situations. For example, the term *describe* could relate to a verbal description within the classroom, a conversation outside the classroom, a written description, a description through artwork, etc. For the Guidance Curriculum to have an impact upon contemporary education, allowances must be made for individual creativity and diversity while remaining developmentally sound.

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A COMPREHENSIVE GUIDANCE CURRICULUM

COMPREHENSIVE CURRICULUM GUIDE
CONTENT/GOAL ORGANIZATION

12

Content: I. Self Understanding

Role(s): Individual

Goal: A. Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.

Objective: 1. Students will be aware of personal care skills necessary for satisfactory physical and mental health.

Grade	Competency	Performance Indicators	Suggested Performance Levels
Kindergarten	Students will describe ways they care for themselves.	Students are able to: 1. describe a healthy body and an unhealthy body.	Students are able to: 1. a) describe three characteristics of a healthy body (i.e., proportionate height and weight for their age group, shining hair, white teeth, can exercise without getting too tired, eats well, sleeps well, feels happy, etc.) b) describe three characteristics of an unhealthy body (i.e., cavities, tires very quickly, does not eat well, cries easily, coughs, hurts, etc.)
		2. describe ways to keep healthy and safe.	2. describe five ways to keep healthy and safe (i.e., brush teeth, bathe, dress appropriately, eat right kinds of food, get enough sleep, exercise, don't play with electricity, looks before crossing streets, don't play with medicines, etc.).
		3. describe ways they care for themselves in order to stay healthy and safe.	3. describe three ways (from the ideas generated in #2) they care for themselves.
1st Grade	Students will describe how they care for their physical health.	Students are able to: 1. describe preventive measures they take in caring for their physical health.	Students are able to: 1. describe five preventive measures (i.e., physical examinations, vaccinations, eating habits, sleep habits, exercise, cleanliness habits, etc.).
		2. describe measures they take in caring for their health when they are ill.	2. describe three measures they take when ill (i.e., visit the doctor, drugs, bedrest, liquids, bland diet, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
2nd Grade	Students will describe how they care for their mental health.	Students are able to:	Students are able to:
		1. describe what it means to have satisfactory mental or emotional health.	1. describe the concept of satisfactory mental health in their own terms: i.e., feeling good about yourself, feeling happy, not worrying about things all the time, etc.
		2. describe actions and feelings that contribute to satisfactory mental health.	2. describe three actions and/or feelings that contribute to satisfactory mental health (i.e., relaxation, leisure activities, loving and being loved, feeling helpful and worthwhile, etc.).
		3. describe how they care for their mental health.	3. describe two ways they care for their mental health (examples can be taken from #2).
3rd Grade	Students will describe how exercise and nutrition affect their mental health.	Students are able to:	
		1. describe satisfactory exercise and eating habits for their age group.	1. a) describe two exercises and the general muscles that benefit. b) describe the basic food groups and what they need each day from each group.
		2. describe how poor exercise and eating habits affect their mental health.	2. a) define the concept of mental health in their own terms: the way one feels and acts. b) describe two examples of how poor exercise and eating habits affected their actions and feelings.
		3. describe how satisfactory exercise and eating habits affect their mental health.	3. describe two examples of how good exercise and eating habits affected their feelings and actions.
4th Grade	Students will recognize that they are important to themselves and others.	Students are able to:	Students are able to:
		1. discuss why everyone needs to feel important.	1. a) discuss what happens when someone does not ever feel important. b) discuss two reasons why everyone needs to feel important (i.e., when people feel important they believe in themselves, feel physically healthier, do their jobs better, get along with others, try succeeding in different tasks, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
4th Grade	(continued)	2. describe who are important to them and why they are important.	2. a) describe four people who are important to them. b) describe one reason why each person is important (i.e., fulfills some physical or emotional need, is a role model, etc.)
		3. describe situations when they are important to others and when they feel special to themselves.	3. a) describe two situations when they are important to others. b) describe two situations when they are important to themselves.
5th Grade	Students will determine those situations in which they feel unhappy or angry and how they deal with those feelings.	Students are able to:	Students are able to:
		1. list those situations in which they feel unhappy or angry.	1. a) describe what they feel like when they are unhappy or angry. b) list two different kinds of situations.
		2. describe how they presently deal with situations in which they feel unhappy or angry.	2. describe how they typically deal with the two situations listed in #1.
		3. describe how they might more effectively deal with situations in which they feel angry.	3. describe things they could do or say that would make them (and others) feel happier in dealing with situations similar to those listed in #1 (i.e., ways to relax, responses thought out ahead of time, etc.).
6th Grade	Students will understand what "stress" means and will describe methods of relaxation for handling stress.	Students are able to:	Students are able to:
		1. describe what stress means and indicate situations that might cause stress.	1. a) define in their own words what stress means (as pertaining to emotional stress) tension, feeling "up-tight," strain, etc. b) indicate two stressful situations.
		2. describe ways of handling stress.	2. a) describe three ways they and others handle stress (i.e., various methods of relaxation, switching to an unrelated activity, talking about it, taking the stress out on others through verbal or physical abuse, etc.). b) indicate that they recognize there are positive and negative ways of handling stress.

Grade	Competency	Performance Indicators	Suggested Performance Levels
6th Grade	(continued)	3. describe and demonstrate methods of relaxation for handling stress.	3. describe and demonstrate a method of relaxation (i.e., getting physically and mentally comfortable; breathing deeply and regularly (in through nose and out through mouth); tensing and then relaxing different muscle groups).
Objective: 2. Students will demonstrate personal care skills that will lead to satisfactory physical and mental health.			
7th Grade	Students will distinguish between things helpful and things harmful to physical health.	Students are able to: 1. provide examples of things harmful to physical health. 2. provide examples of things helpful to physical health. 3. compare and contrast those things in their lives that are helpful and those that are harmful to their physical health.	Students are able to: 1. provide five examples of things harmful to physical health (i.e., gluttony, misuse of drugs and alcohol, smoking, dressing inappropriately, not taking safety precautions, not eating the right kinds of foods, etc.). 2. provide five examples of things helful to physical health (i.e., exercise, good eating habits, enough sleep, dressing appropriately, taking safety precautions, brushing teeth, bathing, etc.). 3. specify three helpful things and two harmful things they have done or are doing; base their comparisons upon those examples and the effects upon their physical health. * demonstrate observable behaviors (i.e., indications of a willingness--not always mastery--to maintain a healthy body as described in #2).
8th Grade	Students will distinguish between things helpful and things harmful to mental health.	Students are able to: 1. provide examples of things harmful to mental health. 2. provide examples of things helpful to mental health.	Students are able to: 1. a) review the definition of mental health (i.e., the way one feels and acts,...) b) provide five examples of things harmful to mental health (i.e., misuse of drugs and alcohol, situations involving great stress or anger, habitual worry, grudges, etc.). 2. provide five examples of things helpful to mental health (i.e., ability to relax, liking oneself, doing things for others, knowing ahead of time the kinds of responses to make during stressful situations, smiling, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
8th Grade	(continued)	3. compare and contrast those things in their lives that are helpful and those that are harmful to their mental health.	3. specify three helpful and two harmful things they do or have done; base their comparisons upon those examples and the effects upon their mental health. * demonstrate observable behaviors (i.e., indications of a willingness--not always mastery--to maintain a healthy emotional self as described above).
9th Grade	Students will indicate the effects their leisure time activities have on their physical and mental health.	Students are able to:	Students are able to:
		1. describe their present leisure time activities.	1. a) define leisure activities: those things they like to do that are not associated with work. b) describe two of their leisure activities.
		2. specify the effects their present leisure time activities have on their physical and mental health.	2. a) specify two effects their leisure activities have on physical health (i.e., good exercise, good for coordination, creates an appetite, etc.). b) specify two effects their leisure activities have on mental health (i.e., relaxation, self-satisfaction, helps others, etc.).
		3. predict how their leisure time activities might change in the future as their physical health and mental health change.	3. predict two changes that may take place in their physical health and one change in their mental health as they get older; relate these to changes in their leisure activities. * demonstrate observable behaviors (i.e., indications of an increasing willingness to participate in leisure activities at home, school, or community which support satisfactory physical and mental health, etc.).

Objective: 3. Students will demonstrate satisfactory physical and mental health.

Grade	Competency	Performance Indicators	Suggested Performance Levels
10th Grade	Students will specify symptoms and warning signs of too much stress and tension.	Students are able to:	Students are able to:
		1. review the definition of stress and tension and provide two examples of stressful situations.	1. a) define in their own words what stress and tension mean (as pertaining to emotional stress and tension): feeling "up-tight," strain, nervousness, etc. b) indicate two personal stressful situations.
		2. provide examples of physical symptoms and warning signs of too much stress and tension.	2. provide three examples of physical symptoms and warning signs of too much stress and tension (i.e., headache, digestive problems, nailbiting, overeating, psychosomatic illnesses, etc.).
		3. provide examples of emotional symptoms and the resulting behaviors of too much stress and tension.	3. provide three examples of emotional symptoms and some resulting behaviors of too much stress and tension (i.e., depression, negativism, moodiness, anxiety expressing itself in such things as overeating, nailbiting, sleeplessness, etc.).
			* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request those phycial or emotional symptoms and warning signs they exhibit when under too much stress and tension, etc.).
11th Grade	Students will effectively reduce their stress during tension-producing situations.	Students are able to:	Students are able to:
		1. provide examples of tension-producing situations in their lives.	1 provide three examples of tension-producing situations in their lives (i.e., times of anger, unhappiness, fear, etc.).
		2. explain the techniques they use to reduce stress during these tension-producing situations.	2. explain three techniques they use to reduce the stress that correlates with the examples in #1 (i.e., various ways of relaxing, thought-out responses, switching to an unrelated activity, etc.).
		3. demonstrate effective stress-reduction during a tension-producing situation.	3.* demonstrate effective stress-reduction during a tense situation in the classroom.

Grade	Competency	Performance Indicators	Suggested Performance Levels
12th Grade	Students will analyze their own personal skills that have contributed to satisfactory physical and mental health.	Students are able to: 1. demonstrate satisfactory physical and mental health.	Students are able to: 1.* demonstrate satisfactory physical and mental health (as it appears to the student and teachers): most of the time demonstrates cleanliness, appropriate dress for the weather, lack of frequent illness due to neglect, preventive health care, relaxation techniques, feelings of self-worth, care for others, etc.
		2. analyze their personal skills that contributed to satisfactory physical and mental health.	2. base their analysis upon five skills they feel have contributed most to their physical and mental health (i.e., methods of health care, relaxation, and feelings of self worth discussed in Kindergarten through 11th Grade).
		3. discuss how they know when their physical and/or mental health needs improvement and describe methods that contribute toward improvement.	3. a) discuss the warning signs when improvement in physical or mental health is needed (i.e., pain, lethargy, abnormal reactions, additional tension and nervousness, unexpected anger or worry, etc.) b) describe three methods that contribute toward improvement (i.e., seeing a doctor, prescribed drugs, changes in incorrect habits, re-evaluation of stressful situations and examination of relaxation and response methods, new types of leisure activities, etc.).

Content: I. Self Understanding

Roles(s): Individual, Learner, Citizen, Consumer, Producer

Goal: B. Students will develop and incorporate an understanding of the uniqueness of themselves and others.

Objective: 1. Students will be aware of the unique characteristics, interests, and capabilities of themselves and others.

Grade	Competency	Performance Indicators	Suggested Performance Levels
Kindergarten	Students will describe their appearance and their favorite activities.	Students are able to: 1. identify some basic physical characteristics. 2. describe their own basic appearance. 3. list their favorite activities.	Students are able to: 1. list four examples such as eyes, mouth, hair color, skin color, height, weight, etc. 2. list three of the above characteristics that pertain to them. 3.a) define the concept of favorite: liked very much, chosen above other similar things. b) list three favorite activities.
1st Grade	Students will recognize how others differ from themselves.	Students are able to: 1. identify and describe how others look and act. 2. describe how they look and act. 3. describe how others differ in appearance and actions.	Students are able to: 1. a) identify one person who is their own age, one person younger in age, and one person older. b) describe three ways each of those persons look and act (i.e., hair and eye color, size, weight, disposition or temperament, etc.). 2. describe three ways they look and act (i.e., hair and eye color, size, weight, disposition, or temperament, etc.) 3. describe how the persons identified in #1 are different from themselves.

Grade	Competency	Performance Indicators	Suggested Performance Levels
2nd Grade	Students will recognize activities that interest them and those that do not.	Students are able to: 1. describe activities they are interested in. 2. describe activities they are not interested in. 3. indicate some factors that may influence their interest (or lack of it) in certain activities.	Students are able to: 1. describe two activities they are interested in. 2. describe one activity they are not interested in. 3. indicate two factors that might influence their interest (or lack of it) in certain activities, (i.e., parental influence, peer pressure, physically unable to participate, maturity, etc.).
3rd Grade	Students will realize that environment influences interests and capabilities.	Students are able to: 1. define interests and capabilities. 2. describe how they have the capabilities that they do. 3. describe how different aspects of their environment have influenced their interests and capabilities.	Students are able to: 1. a) define interests in their own words (i.e., things they like to do or learn about, activities they enjoy but do not necessarily have to be skilled in that area, etc.). b) define capability in their own words (i.e., the ability or power to accomplish something or to succeed, etc.). c) describe two interests and one capability. 2. describe that their capabilities exist because of heredity and the influence of their environment. 3. a) describe two aspects of their environment that have influenced their interests and capabilities (i.e., home, school, neighborhood, town, church, etc.). b) describe how these two aspects of their environment have influenced their interests and capabilities (i.e., parental encouragement/home; education from a teacher/school; actual physical circumstances/skiing requires snow; etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
4th Grade	Students will indicate how all people are different and that they have different skills and abilities.	Students will be able to:	Students are able to:
		1. describe the physical and personality characteristics of themselves and others at various ages.	1. a) define characteristics: something that distinguishes one person from another b) base descriptions on the physical and personality changes that occur over three different ages - 3 years old, their own age, and an adult.
		2. identify the skills and abilities of themselves and others.	2. a) define skill: something a person has learned to do often and well b) define ability: the power to do something well c) identify three skills and abilities for themselves and one each for two other persons.
		3. describe the skills and abilities of themselves and others.	3. base their descriptions on the skills and abilities identified in #2 and discuss the similarities and differences.

Objective: 2. Students will demonstrate an understanding of the importance of uniqueness in themselves and others.

5th Grade	Students will specify those personal characteristics and abilities that they value in themselves and others.	Students are able to:	Students are able to:
		1. provide examples of personal characteristics and abilities in themselves and others.	1. a) define characteristics (i.e., distinguishing features in appearance or personality, etc.) and abilities (i.e., things a person is able to do well, etc.) b) identify two other persons they know c) provide two examples of personal characteristics and abilities for each of those identified above d) provide three examples of their own personal characteristics and two personal abilities.
		2. identify a variety of things that they value.	2. a) define value: something that is important to a person b) identify four things that they value.

Grade	Competency	Performance Indicators	Suggested Performance Levels
5th Grade	(continued)	3. provide examples of specific personal characteristics and abilities that they value.	3. provide three examples of personal characteristics and abilities they value in themselves and others. * demonstrate observable behavior (i.e., indications of a willingness to further develop abilities they value; indications of acceptance of characteristics they cannot change, etc.).
6th Grade	Students will compare their characteristics and abilities with others and will accept the differences.	Students are able to: 1. compare and contrast their characteristics and abilities with others. 2. explain how differences in characteristics and abilities contribute to easier and more interesting lives. 3. demonstrate the ability to accept others' different characteristics and abilities.	Students are able to: 1. base their comparisons upon three personal characteristics and abilities and those belonging to two other persons. 2. site three examples in their explanation of how others' characteristics and abilities allow them to: a) benefit from things they cannot do or do not understand how to do, and b) saves them time because they do not have to do everything themselves. 3. describe one situation where they have demonstrated acceptance outside the school setting. * demonstrate observable behaviors (i.e., demonstrate that acceptance while in the school setting, etc.).
7th Grade	Students will analyze how their characteristics and abilities can be expanded.	Students are able to: 1. compare and contrast past and present characteristics and abilities of self and others at different age levels.	Students are able to: 1. a) review the meanings of characteristics (i.e., distinguishing features in appearance or personality, etc.) and abilities (i.e., things a person is able to do well, etc.)

Grade	Competency	Performance Indicators	Suggested Performance Levels
7th Grade	(continued)	1. (continued)	1. b) compare the past and present characteristics and abilities of themselves at birth, age three, age seven, and present age. At least two characteristics and two abilities should be compared at each age.
		2. explain how their characteristics and abilities have been expanded in the past.	2. explain three causes for expansion and change such as time, needs, interests, limitations (physical, financial...), etc.
		3. explain that their characteristics and abilities can be further developed with both time and effort.	3. explain how time and effort are both involved in learning, obtaining more information, in practicing, and in interpreting responses from others and self.
			* demonstrate observable behaviors (i.e., indications of an attempt to further develop their characteristics and abilites within the school setting, etc.).
8th Grade	Students will analyze how personal characteristics, abilities, and interests relate to job fields.	Students are able to:	Students are able to:
		1. explain why people may choose certain job fields for physical reasons.	1. identify two examples of physical reasons why a person may choose one job over another (i.e., a short person might choose to be a jockey rather than a basketball player; a person who cannot speak will not be a singer, etc.).
		2. explain why people may choose certain job fields because of interests and abilities.	2. a) identify three interests and abilities b) describe work activities that would correlate with those interests and abilities (i.e., service-oriented jobs or product-oriented jobs). * Reference for concept clarification: The U.S.O.E. Classification Chart.
		3. explain how interests and abilities may relate to several different jobs.	3. a) describe two interests and two abilities b) relate these interests and abilities to two different work activities

Grade	Competency	Performance Indicators	Suggested Performance Levels
8th Grade	(continued)	3. (continued)	3. c) describe two reasons why someone might choose one job over another (i.e., interests might change, difference in salaries, one job may include an undesirable factor over another, etc.). * demonstrate observable behaviors (i.e., indication that they are beginning to explore job ideas that relate to their own interests and abilities, etc.).
9th Grade	Students will define their unique values, interests, and capabilities.	Students are able to: 1. provide examples of their unique values, interests, and capabilities.	Students are able to: 1. a) defin e unique as individually different, one of a kind b) review the meaning of: value--something that is very important to a person interest--a feeling of wanting to know, see, do, own, or share in capability--a talent, the power to do something well c) provide one example each of their unique values, interests, and capabilities.
		2. analyze the factors that caused their values, interests, and capabilities to be unique--a combination that is theirs alone.	2. include in their analysis examples of such factors as: • heredity • the influence of their environment • the encouragement and influence of others • availability of time to invest in their interests and capabilities • degree of self-satisfaction
		3. assess why these unique values, interests, and capabilities are important to them.	3. include in their assessment examples of such reasons as: • the effect of their unique values, interests, and capabilities upon others (i.e., creates happiness and cooperation, encourages others, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
9th Grade	(continued)	3. (continued)	3. • the effect of their unique values, interests, and capabilities upon themselves (i.e., positive feelings of pride, creativity, satisfaction, usefulness, etc.). * demonstrate observable behaviors (i.e., indications that they are beginning to look on their uniqueness as an asset rather than a liability, etc.).
10th Grade	Students will analyze how characteristics and abilities develop.	Students are able to:	Students are able to:
		1. explain the influence that genetic factors and environmental factors can have on characteristics and abilities.	1. a) explain the role heredity can play in determining characteristics and abilities. The explanation should include an example of Mendel's law of genetics b) explain the role environment can play in influencing characteristics and abilities. The explanation should include home environment and one setting outside the home.
		2. provide examples of genetic and environmental factors that influenced the development of their own characteristics and abilities.	2. provide five examples (two genetic and three environmental) of factors that influenced their own characteristics and abilities.
			* demonstrate observable behaviors (i.e., greater acceptance of their unique characteristics and abilities, etc.).

Objective 3: Students will appreciate and encourage the uniqueness of themselves and others.

Grade	Competency	Performance Indicators	Suggested Performance Levels
11th Grade	Students will specify which characteristics and abilities they appreciate most in themselves and others.	Students are able to: 1. describe the characteristics and abilities they appreciate most in themselves and others. 2. analyze why they appreciate those characteristics and abilities in themselves and others. 3. predict how those characteristics and abilities they appreciate might help them in the future.	Students are able to: 1. describe two characteristics and abilities they appreciate. 2. analyze their appreciation in respect to benefits for others, benefits for themselves, and effects upon feelings. 3. predict three ways those characteristics and abilities may help them in the future in their life roles. * demonstrate observable behaviors (i.e., show appreciation for others' unique characteristics and abilities, demonstrate an acceptance of those characteristics and abilities they cannot change in themselves, attempts to further develop their abilities, etc.).
12th Grade	Students will appreciate their uniqueness and encourage that uniqueness.	Students are able to: 1. describe their uniqueness and why they appreciate that uniqueness. 2. describe methods they presently use and might use in the future to encourage their uniqueness.	Students are able to: 1. a) describe two ways they are unique b) describe their appreciation of that uniqueness in respect to benefits for self and others, and the effects upon the feelings of self and others. 2. a) describe three methods presently used to encourage uniqueness (i.e., time and effort in learning, practicing, evaluating responses, etc.) b) predict two methods they might use in the future (i.e., time and effort in further evaluation of responses, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
12th Grade	(continued)	3. describe ways people compensate when they cannot accept their uniqueness.	3. describe two ways people compensate when they cannot accept this uniqueness (i.e., denial, withdrawal, tension resulting in physical problems, etc.). * demonstrate observable behaviors (i.e., acceptance of their uniqueness, attempts at further developing their talents, etc.).

Content: I. Self Understanding

Role(s): Individual, Learner, Citizen, Consumer, Producer

Goal: C. Students will develop and incorporate an understanding of how they are able to effectively manage themselves and their environment.

Objective: 1. Students will be aware that they can have control over themselves and their environment.

Grade	Competency	Performance Indicators	Suggested Performance Levels
Kindergarten	Students will describe areas where they are self-sufficient.	Students are able to: 1. differentiate between situations where they are self-sufficient and situations where they are dependent on others.	Students are able to: 1. a) understand the concepts of self-sufficiency (i.e., the ability to do things for themselves, to care for themselves) and dependency on others (others care for them when they cannot care for themselves). b) given five various situations, correctly identify themselves in three as either self-sufficient or dependent on others.
		2. identify situations where they are self-sufficient at home.	2. identify two home situations where they are self-sufficient.
		3. identify situations where they are self-sufficient at school.	3. identify two school situations where they are self-sufficient.
1st Grade	Students will describe responsibilities they have in their environment.	Students are able to: 1. describe their environment.	Students are able to: 1. a) describe what an environment is: surrounding things, conditions, or influences. b) describe three examples of their environment; home, school, and town.
		2. describe what constitutes a responsibility.	2. describe responsibility as something one is expected or trusted to do.
		3. identify their responsibilities at home, school, and any other setting (i.e., church, organizations, etc.).	3. identify two responsibilities at home, two at school, and one at another setting (town, church, organizations, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
2nd Grade	Students will give such examples of their environment as their address and the way from school to home.	Students will be able to:	Students are able to:
		1. identify what an address is and what it tells them.	1. a) identify the parts of an address: apartment number (if applicable), house number, street name, town, and state. b) identify that an address tells them exactly where someone lives.
		2. recite their home address correctly.	2. recite their house number (and apartment number if applicable), street name, town, and state.
		3. describe how to get from school to home and some of the surroundings along the way.	3. describe at least three surroundings along the way from school to home.
3rd Grade	Students will describe situations where they have some control over themselves.	Students are able to:	Students are able to:
		1. identify situations where they have control over their physical selves.	1. identify two situations where they control their physical selves (i.e., dressing appropriately, exercising, cleanliness, following safety rules, etc.).
		2. identify situations where they have control over their intellectual selves.	2. identify two situations where they control their intellectual selves (i.e., learning in school or at home, paying attention, being motivated to learn, application of learning, etc.).
		3. identify situations where they have control over their emotional selves.	3. identify two situations where they control their emotional selves (i.e., ways they express feelings--fights, temper tantrums, smiling, laughing, etc.; and ways they deal with tension--relaxation, exercise, etc.).
		4. identify situations where they have control over their social selves.	4. identify two situations where they have control over their social selves (i.e., choosing friends, choosing activities, showing manners, etc.).

<table>
<tr><th>Grade</th><th>Competency</th><th>Performance Indicators</th><th>Suggested Performance Levels</th></tr>
<tr><td>4th Grade</td><td>Students will recognize situations where they have some control over their environment.</td><td>Students are able to:
1. identify situations where they have control in their home.
2. identify situations where they have control in their school.
3. identify situations where they have control in their community.</td><td>Students are able to:
1. identify two situations where they exhibit control in their home (i.e., doing their chores, interacting with siblings, cooperating with family members, etc.).
2. identify two situations where they exhibit control in their school (i.e., choice of involvement and contributions in classroom and in activities, class responsibilities, etc.).
3. identify two situations where they exhibit control in their community (i.e., buying in stores, respecting property, involvement and contribution to community activities, etc.).</td></tr>
<tr><td colspan="4">Objective: 2. Students will demonstrate an understanding of the importance of being able to mange themselves and their environment.</td></tr>
<tr><td>5th Grade</td><td>Students will analyze how growing up requires more self-control.</td><td>Students are able to:
1. explain what constitutes self-control.
2. explain why and how self-control can be beneficial.</td><td>Students are able to:
1. a) define self-control: to have power over one's actions or feelings.
b) provide three examples of self-control (i.e., stopping angry behavior, not eating a candy bar before dinner, not screaming when a mistake is made, etc.).
2. explain two reasons why and how self-control can be beneficial (i.e., makes yourself and others happier, gets more accomplished, allows a person to be what they really want to be, get along with others better, etc.).</td></tr>
</table>

Grade	Competency	Performance Indicators	Suggested Performance Levels
5th Grade	(continued)	3. provide examples of how growing up requires more self-control.	3. provide three examples of how different amounts of self-control are required at different ages (i.e., 1 year old does not use much self-control, 3 year old is learning not to hit others, 5 year old learns to try not being sassy, etc.). * demonstrate observable behaviors (i.e., indications that they are beginning to exhibit more self-control in circumstances and relationships at school, etc.).
6th Grade	Students will understand how they can control desires rather than to allow desires to control them.	Students are able to: 1. provide examples of things they enjoy having or doing. 2. discuss why and when it is best to delay an immediate desire for a future desire.	Students are able to: 1. provide four examples of things they really enjoy having or doing. 2. include in their discussion two examples from the following three points: • delay can allow for better time and energy managment (i.e., less time spent in anxiety, conservation of physical or fuel energy when planning occurs, etc.). • delay can allow for a greater gain (i.e., saving money to buy something of good quality rather than buying something that will not last as long, etc.). • delay should occur when something may interfere with physical or mental health (i.e., eating candy before dinner, postponing studying for a test, resulting in anxiety, etc.).
		3. provide examples of times when allowing immediate desires is all right and examples of times when delaying immediate desires is best.	3. a) provide one example of when allowing immediate desires to be fulfilled is all right (i.e., eating a lot of sweets on special occasions, buying a present for oneself as a planned reward, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
6th Grade	(continued)	3. (continued)	b) provide two examples of when delaying immediate desires would be best (i.e., eating balanced meals instead of eating snacks before meals, saving for a special object or activity instead of spending money immediately, doing homework immediately instead of putting it off until late evening, etc.). * demonstrate observable behaviors (i.e., indications of a beginning balance between allowing immediate desires to be fulfilled and dealying immediate desires for a greater gain later, etc.)
7th Grade	Students will evaluate the relationship between mass media and self-control.	Students are able to: 1. provide examples of mass media.	Students are able to: 1. provide four examples of mass media, (i.e., radio, television, newspapers, movies, magazines, books, etc.)
		2. provide examples and evaluate how self-control could benefit from mass media.	2. include the following points and two examples for each in their evaluation: • mass media can encourage self-control (i.e., television shows such as Mr. Roberts, Fat Albert, Sesame Street, afternoon childrens' specials, etc.; books or articles dealing with taking responsibility; etc.) • mass media can present additional and accurate information (i.e., consumer reports on radio or television, consumer journals, informative and accurate advertising and news reports, etc.).
		3. provide examples and evaluate how mass media could possibly hinder self-control.	3. include the following points and two examples for each in their evaluation: • mass media could hinder self-control when the listener, viewer, or reader lacks emotional maturity or stability (i.e., young or impressionable children, persons under too much stress who do not have an emotional release, etc.)

Grade	Competency	Performance Indicators	Suggested Performance Levels
7th Grade	(continued)	3. (continued)	• mass media could hinder self-control when the listener, viewer, or reader lacks the necessary information to make a good judgment (i.e., lack of experience in young persons, false or misleading advertising, etc.). * demonstrate observable behaviors (i.e., demonstrate recognition responses, or indicate upon request those types of mass media they are in contact with which encourage or discourage their own self-control, etc.).
8th Grade	Students will analyze how the determination of problem ownership helps them to better manage themselves and their environment.	Students are able to: 1. describe what problem ownership means. 2. provide examples of when they own their own problems. 3. provide examples of the results of owning others' problems.	Students are able to: 1. define problem ownership as deciding who the problem really belongs to. 2. provide two examples of when they own their own problems (i.e., not being prepared for class, not following family guidelines, not acting friendly toward others, etc.). 3. provide three examples of results of owning others' problems, when their behavior is not really a problem to you (i.e., it encourages dependency so others will not manage themselves, it encourages worry about what others are or are not doing, it is an ineffective involvement of time and energy, etc.). * demonstrate observable behaviors (i.e., indications of a beginning ability to own their own problems and to distinguish between what should be their problem and someone else's, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
9th Grade	Students will evaluate how responsibility helps them manage their lives.	Students are able to:	Students are able to:
		1. describe what it means to manage one's life.	1. a) describe what constitutes managing one's life: directing or guiding one's own life; making all sorts of decisions affecting aspects of one's life. b) provide three examples (one each) of how they manage their own lives intellectually, emotionally, and physically. c) describe two major aspects that influence how they decide to manage their lives (i.e., parental influence, peer pressure, uncontrollable circumstances such as illness or unemployment, etc.).
		2. explain the effect their responsibilities have on the management of their lives.	2. a) choose two of their responsibilities. b) explain how those responsibilities affect management of their lives.
		3. evaluate how responsibility helps the management of their lives.	3. evaluate the benefits of responsibility upon life management (i.e., encourages feelings of self-worth, some responsibilities encourage physical health, encourages growth in different areas, etc.)
			* demonstrate observable behaviors (i.e., accept and attempt to carry out the responsibilities they have concerning their school life, increasing ability to successfully manage themselves at school, etc.).

Objective: 3. Students will effectively manage themselves and their environment.

10th Grade	Students will show how they manage their environment.	Students are able to:	Students are able to:
		1. describe their environment accurately.	1. a) review what constitutes an environment: their surroundings; where they live, work, and play. b) accurately describe three aspects of their environment: home, school, town.

Grade	Competency	Performance Indicators	Suggested Performance Levels
10th Grade	(continued)	2. evaluate why it is important to be able to manage one's evnironment.	2. a) describe what it means to manage one's environment: to know where one needs to go to fulfill one's needs; to be able to get where one wants to go. b) evaluate the importance of environment-management according to benefits for self and for others.
		3. demonstrate how they effectively manage their environment.	3. *a) demonstrate effective management of their school environment. b) describe how they effectively manage the other settings in their environment (i.e., home, town, etc.).
11th Grade	Students will assess how avoiding responsibility hinders their ability to mange themselves and their environment effectively.	Students are able to: 1. describe their present responsibilities and those situations when they avoid taking responsibility.	Students are able to: 1. a) describe three of their present responsibilities and indicate the settings where those responsibilities occur. b) describe two situations when they have avoided taking responsibility.
		2. explain that controlling their attitudes and thinking processes is a major factor in having some control over themselves, their environment, and other persons in their environment.	2. a) include the following principle in their explanation: if persons wish to change their responses to an action, then they will have to change their beliefs (thinking and feelings) about that action. * Reference for concept clarification: A Guide to Rational Living by Ellis and Harper. b) indicate in their explanation how this principle relates to controlling themselves, their environment, and other persons in their environment.
		3. assess those times when avoiding responsibility hinders their management of themselves, their environment, and their relationships with others in their environment.	3. based on the two examples given in #1, assess how avoiding responsibility hinders self-management and environment/relationship management (i.e., avoidance places the control in someone else's hands as they no longer are responsible for themselves).

Grade	Competency	Performance Indicators	Suggested Performance Levels
11th Grade	(continued)	3. (continued)	* demonstrate observable behaviors (i.e., more acceptance of responsibility at school, increased self-control, increased capability to manage their environment and relationships at school, etc.).
12th Grade	Students will assess how taking responsibility enhances their lives.	Students are able to:	Students are able to:
		1. provide examples of ways they presently take responsibility.	1. provide four examples of ways they presently take responsibility.
		2. explain how taking responsibility enhances their lives.	2. include three examples in their explanation of the benefits of responsibility (i.e., growth in feelings of self worth, physical health, intellectual ability, etc.).
		3. predict how taking on additional responsibilities in the future may enhance their lives.	3. predict three future responsibilities to focus upon in their discussion of the benefits of future responsibilities.
			* demonstrate observable behaviors (i.e., demonstrates appropriate responsibility-taking at school, indicates on request or exhibits recognition responses of how their own taking of responsibility will enhance their lives, etc.).

Content: II. Interpersonal Relations

Role(s): Individual, Learner, Citizen, Consumer, Producer

Goal: A. Students will develop and incorporate those listening and speaking skills which will allow them to communicate in their daily lives.

Objective: 1. Students will be aware of listening and speaking skills which allow them to communicate in their daily lives.

Grade	Competency	Performance Indicators	Suggested Performance Levels
Kindergarten	Students will recognize that they listen to and speak with a variety of people.	Students are able to: 1. describe listening as opposed to hearing.	Students are able to: 1. a) describe listening as one of the senses. b) describe listening as paying close attention to what is being heard.
		2. describe speaking as opposed to babbling, etc.	2. a) describe babbling as making noise that doesn't mean anything. b) describe speaking as making sounds that have meaning and can be understood by others.
		3. identify those people they listen to and speak with in different settings.	3. identify three different persons, each from a different setting (i.e., home, school, neighborhood, church, town, etc.), to whom they listen and with whom they speak.
1st Grade	Students will describe those methods that enable them to speak so they can be understood by others.	Students are able to: 1. discuss that there are ways of speaking other than talking.	Students are able to: 1. discuss three different ways of speaking: talking (different countries have different languages), body language, and sign language.
		2. describe those preliminary skills that are necessary before actual verbalization.	2. describe two preliminary skills that are necessary before verbalization (i.e., raise their hands to get attention, wait until it is their turn to speak, respond when spoken to, etc.).
		3. describe those speaking skills that will enable them to be understood by others.	3. describe three of the four following speaking skills: • speak distinctly • speak with an adequate voice level • respond appropriately • contribute to the topic at hand

Grade	Competency	Performance Indicators	Suggested Performance Levels
2nd Grade	Students will describe those listening and speaking skills that allow them to understand others and others to understand them.	Students are able to: 1. describe those listening skills that enable them to understand others.	Students are able to: 1. describe four of the five following listening skills: • attentiveness • timing (knowing when to listen and when to speak) • listening for content • listening to remember • listening for the speaker's feelings.
		2. describe those speaking skills that allow others to understand them.	2. review the speaking skills learned in first grade; describe all four skills: • speak distinctly • speak with an adequate voice level • respond appropriately • contribute to the topic at hand.
3rd Grade	Students will describe ways in which we communicate nonverbally to others.	Students are able to: 1. discuss how both silence and body language are means of nonverbal communication.	Students are able to: 1. a) describe the meaning of nonverbal communication (i.e., the ability to send a message without making any sounds). b) describe three different forms of body language and the messages they send (i.e., clenched fists/anger, raised eyebrows/surprise or disapproval, slumped posture/disappointment, smile/acceptance, etc.). c) describe one message that is sent through a response of silence (i.e., disapproval through ignoring, expectation for further comment, etc.).
		2. discuss the importance of understanding clearly the meaning of nonverbal responses.	2. discuss two reasons why it is important to clearly understand nonverbal responses (i.e., possible misunderstanding, wrong response, messages may be about feeling for self rather than feelings about speaker, etc.).

Objective: 2. Students will demonstrate a growing ability to use listening and speaking skills which allow them to communicate in their daily lives.

Grade	Competency	Performance Indicators	Suggested Performance Levels
4th Grade	Students will listen to and speak with both friends and others who are not close friends.	Students are able to:	Students are able to:
		1. distinguish between close friends and those persons who are not close friends.	1. a) provide five examples of persons they listen to and speak with (i.e., teachers, students, store clerks, family, people in the community, workers, peers, etc.). b) provide two examples of close friends. c) provide two examples of persons who are not close friends.
		2. describe how they listen to and speak with their friends and those persons who are not close friends.	2. a) describe two situations when they listen to and speak with friends. b) describe two situations when they listen to and speak with persons who are not close friends.
		3. compare ways they listen to and speak with others.	3. based on the examples given in #2, indicate the quality and intensity of the skills they use.
			* demonstrate observable behaviors (i.e., exhibit at school a growing ability to listen to and speak with both friends and others who are not close friends, etc.).
5th Grade	Students will recognize when they and others feel proud of their accomplishments and exhibit acknowledgment of that pride.	Students are able to:	Students are able to:
		1. discuss what constitutes pride.	1. define pride as feeling good about what they have done; self-respect; self-satisfaction.
		2. provide examples of situations when they and/or others have felt proud of their accomplishments.	2. provide two examples of situations when they and/or others have felt proud (i.e., when they have tried hard, reached a goal, succeeded, overcome an obstacle, helped others, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
5th Grade	(continued)	3. provide examples of ways they exhibit acknowledgment of pride.	3. a) provide one example of how they acknowledge their own pride (i.e., jumping, smile, share happiness with others, etc.). b) provide two examples of how they acknowledge someone else's pride (i.e., verbal communication of happiness for them; nonverbal communication of happiness for them--clapping, smile, hug, pat...; encouragement, etc.). * demonstrate observable behaviors (i.e., indications that they can appropriately acknowledge their own pride at school, indications that they are becoming able to acknowledge someone else' pride, etc.).
6th Grade	Students will discuss how communications skills improve their relationships with others.	Students are able to: 1. identify how communications skills help a relationship and how the lack of those skills hinders a relationship.	Students are able to: 1. a) identify six communications skills used in a helping relationship: • attentiveness • timing (knowing when to speak and when to listen) • listening for content (for clarification) • listening to remember • listening for feelings • speaking distinctly and with an adequate voice level • effective nonverbal responses. b) identify how four of these skills can help a relationship. c) identify how a lack of four skills can hinder a relationship.
		2. describe the communications skills they have changed, expanded or added.	2. trace their communication pattern from infancy through the 7th grade (i.e., crying, and nonverbal communications during infancy; learning to communicate with words and actions at age 2; pre-verbalization skills and beginning listening and speaking skills at ages 5 and 6, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
6th Grade	(continued)	3. discuss how communications skills have improved their relationships with others.	3. base their discussion upon two situations where relationships have improved due to effective communication skills. * demonstrate observable behaviors (i.e., indications of a growing ability to use and expand their communications skills in order to improve their relationships with others at school, etc.)
7th Grade	Students will explain how communications skills contribute toward work within a group.	Students are able to: 1. explain the communications skills demanded of the four major roles that develop during group interaction.	Students are able to: 1. a) describe the four major roles that develop during group interaction: leader, listener, gatekeeper, and advocate. b) explain three communications skills needed by each of the following: • leader (i.e., attentiveness, timing, listening for content and to remember, listening for feelings, I-messages, speaking distinctly and with appropriate voice level, appropropriate nonverbal responses, etc.); • listener (i.e., attentiveness, timing, listening for feelings, etc.); • gatekeeper (i.e., timing, listening for content and feelings, messages, nonverbal communications, etc.); • advocate (i.e., attentiveness, timing, listening for content and feelings, I-messages, effective nonverbal responses, etc.). * References for concept clarification: Raising a Responsible Child or the S.T.E.P. Parents' Handbook, both by D. Dinkmeyer and G. McKay; Parent Effectiveness Training by T. Gordon.

Grade	Competency	Performance Indicators	Suggested Performance Levels
7th Grade	(continued)	2. discuss how these skills contribute toward getting tasks accomplished within group interaction.	2. base their discussion upon two skills for each of the four roles and analyze how these skills contribute toward task accomplishment.
		3. explain how the lack of communication skills hinders group interaction and task accomplishment.	3. base their explanation upon a lack of one skill for each of the four roles and describe how group interaction would be hindered and tasks might not be accomplished.
			* demonstrate observable behaviors (i.e., growing ability to communicate effectively within a group setting in order to accomplish the designated task, etc.)
8th Grade	Students will analyze effective public speaking methods and skills.	Students are able to:	Students are able to:
		1. provide examples of those situations which demand skills in public speaking.	1. a) recognize that positions of responsibility call for speeches to be made. b) provide five examples of situations which demand skills in public speaking (i.e., persuasive speeches; informative speeches; speeches involving parliamentary procedure; speeches of introduction, presentation, acceptance, welcome, response to a welcome, or farewell).
		2. describe the major steps involved in public speaking.	2. name the five following steps involved in public speaking: • creating or discovering ideas • selecting and organizing material • using language • using memory • delivery
		3. analyze the methods and skills which support the major steps of public speaking.	3. include in their analysis two examples of each of the following five methods and skills: • creation or discovery of good ideas for public speeches

Grade	Competency	Performance Indicators	Suggested Performance Levels
8th Grade	(continued)	3. (continued)	• selection and organization of material • effective use of language (vocabulary, visual and nonverbal) • effective use of memory • successful delivery of speeches (i.e., how to deal with fear or "stage fright," use best speaking voice, use effective and appropriate nonverbal communication.) * Reference for concept clarification: First Principles of Public Speaking by L. Reid. * demonstrate observable behaviors (i.e., demonstrate a growing ability to use effective public speaking methods and skills in the school setting, etc.).
9th Grade	Students will communicate appreciation when others successfully complete a difficult task.	Students are able to:	Students are able to:
		1. provide examples of ways of showing respect and appreciation.	1. provide two examples of ways of showing respect and appreciation (i.e., smiling, saying thank you, compliments, gifts, etc.).
		2. explain their criteria for determining if a task has been successfully completed.	2. include two examples in their explanation of their criteria for successful task accomplishment (i.e., quality work, purpose is accomplished, tries their best, etc.).
		3. recognize reasons why appreciation is sometimes not shown for successful task-completion.	3. describe three reasons why appreciation is sometimes not shown (i.e., person or task is viewed as low social status, task is unappealing, purpose is seen as insignificant, desire to feel superior to that person, etc.).
		4. provide examples of ways that show appreciation when others successfully complete a difficult task, whether that task is appealing or difficult to them or not.	4. a) provide one example of a way they show appreciation to a younger child who successfully completed a task they could easily do. b) provide two examples of ways they show appreciation to peers or older persons.

Grade	Competency	Performance Indicators	Suggested Performance Levels
9th Grade	(continued)	4. (continued)	c) provide one example of a way they show appreciation to someone for successfully completing a task that is unappealing to them. * demonstrate observable behaviors (i.e., demonstrate a growing ability in the school setting to show appreciation to others when those persons have completed a difficult task, etc.).
10th Grade	Students will communicate their understanding of what another person has said.	Students are able to:	Students are able to:
		1. define reflective listening as a means of communicating understanding of what another person has said.	1. define reflective listening as grasping what another person feels and means and then stating this meaning so that person feels understood and accepted.
		2. analyze the skills involved in reflective listening.	2. include in their analysis three examples of the skills involved in reflective listening: • nonverbal encouragement (i.e, eye contact, open posture, etc.) • verbal encouragement (i.e., tone of voice, verbalized acceptance, etc.).
		3. provide examples of how they can use reflective listening.	3. a) practice using reflective listening in the classroom. b) provide two examples of situations when they have used reflective listening. * Reference for concept clarification: 'S.T.E.P. Parents' Handbook by D. Dinkmeyer and G. McKay. * demonstrate observable behaviors (i.e., demonstrate a growing ability to use reflective listening in their relationships at school, etc.).

Objective: 3. Students will effectively use listening and speaking skills which allow them to communicate in their daily lives.

Grade	Competency	Performance Indicators	Suggested Performance Levels
11th Grade	Students will explain that the way they communicate a thought or idea influences others' reactions to that thought or idea.	Students are able to: 1. describe verbal and nonverbal cues that encourage positive reactions to a thought or idea.	Students are able to: 1. a) describe two verbal cues that encourage positive reactions (i.e., enthusiastic voice tone, statement of confidence, statement of positive expectation, etc.). b) describe two nonverbal cues that encourage positive reaction (i.e, smile, gleam in the eyes, eye contact, relaxed and confident posture, etc.).
		2. describe verbal and nonverbal cues that encourage negative reactions to a thought or idea.	2. a) describe two verbal cues that encourage negative reactions (i.e., discouraged voice tone, statement of uncertainty or negative expectations, etc.). b) describe two nonverbal cues that encourage negative reactions (i.e., frown, no eye contact, discouraged posture, nervousness, etc.).
		3. provide examples of times when they have encouraged positive and/or negative reactions to thoughts or ideas.	3. provide two examples of times when they have encouraged positive or negative reactions to thoughts or ideas and include in their examples: • what kind of reaction they desired • what kind of reaction they received • what verbal cues they gave • what nonverbal cues they gave • if they were encouraging reaction to their own thoughts or to someone else's thoughts. * demonstrate observable behaviors (i.e., use verbal and nonverbal cues to gain positive reactions to their thoughts and ideas, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
12th Grade	Students will evaluate their current communications skills and will continually improve those skills.	Students are able to:	Students are able to:
		1. evaluate their current communications skills.	1. base their evaluation upon the following five major areas: • listening skills • speaking skills • feelings, communications, reflective listening and I-messages • nonverbal communications • group communication
		2. determine those areas in communications skills needing improvement.	2. specify at least one area evaluated in #1 where improvement is needed.
		3. plan methods of improvement for either strengthening weak communications skills or adding skills that they are lacking.	3. *a) plan a method of improvement to either strengthen a weak communications skill or to add one that is lacking. *b) carry out the plan devised for improvement; report on their progress.

Content: II. Interpersonal Relations

Role(s): Individual

Goal: B. Students will develop and incorporate skills that encourage and enhance relationships with their families.

Objective: 1. Students will be aware of family life and relationships.

Grade	Competency	Performance Indicators	Suggested Performance Levels
Kindergarten	Students will recognize their family relationships.	Students are able to: 1. identify their own family. 2. recognize the concept of relationship. 3. recognize how different members of their family are related.	Students are able to: 1. identify each member of their immediate family. 2. recognize that relationship means belonging to the same family; being related. 3. recognize how each member of their immediate family is related to the other members (i.e., by marriage, by direct relationship or birth, by adoption).
1st Grade	Students will describe the roles of each family member.	Students are able to: 1. describe the meaning of role. 2. describe different roles that other family members have. 3. describe the roles that they have in their family-life.	Students are able to: 1. describe role in this context as a part or function (job) taken on by a person. 2. describe two different roles for each member of their family (i.e., father: worker on the job, housecleaner, home-teacher; mother: worker on the job, housecleaner, home-teacher; sisters and/or brothers: garbage collector, table-setter, playmate, worker at learning, bed-maker, etc.). 3. describe two roles that they have in their family-life.

Grade	Competency	Performance Indicators	Suggested Performance Levels
2nd Grade	Students will describe activities they participate in as a family.	Students are able to:	Students are able to:
		1. describe activities that they take part in with other family members.	1. describe three activities that they take part in with other family members (individually or together).
		2. describe which activities the whole family participates in.	2. describe two activities the whole family participates in (i.e., evening meal, vacation trips, sports activities, etc.)
		3. discuss some of the benefits of having the whole family participate in different activities.	3. include in their discussion two examples of benefits of families cooperatively participating together (i.e., encourages more communication, family members get to know each other better, family members feel important and worthwhile to each other, etc.).
3rd Grade	Students will define what "family" means.	Students are able to:	Students are able to:
		1. define what is meant by the immediate family.	1. a) define the immediate family as those persons they belong to and live with; usually they are related to these persons. b) describe their immediate family.
		2. define what is meant by the extended family.	2. a) define the extended family as those persons whom they are related to but do not necessarily live with (i.e., grandparents, aunts, uncles, cousins, etc.). b) describe their extended family.
		3. recognize that there are different families.	3. a) describe two characteristics that are common to most families (families contain adults, family members care about each other, family members help to supply each others' needs, etc.). b) describe three ways families can be different (i.e., families with no children, families with one parent, families where children are adopted or are foster children, families having different numbers of children, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
4th Grade	Students will describe the benefits of family cooperation.	Students are able to: 1. describe what cooperation means. 2. discuss ways their family members cooperate. 3. describe the benefits of their family's cooperation.	Students are able to: 1. define cooperation as working together toward a common goal or purpose. 2. discuss two ways their family members cooperate (i.e., cleaning house, preparing meals, building a project, etc.). 3. describe three benefits of their family cooperation (i.e., work is done faster, sharing the work is more fun, cooperation encourages more communication and interaction, cooperation encourages feelings of importance, etc.).
5th Grade	Students will describe their relationships with family members.	Students are able to: 1. describe their relationships with persons living with them, related or not. 2. discuss that relationships differ just as individuals differ.	Students are able to: 1. a) review the meaning of relationship: a connection with another person. b) describe their relationships with the adults living with them (i.e., mother, father, step-parent, grandparent, aunt, uncle, friend, etc.). c) if applicable, describe their relationship with the other children (both older and/or younger) living with them (i.e., brother, sister, cousin, friend, etc.). 2. describe how their relationships differ among their family members (i.e., differences in intensity, differences in needs to be fulfilled, differences in interests, etc.).

Objective: 2. Students will demonstrate a growing ability to understand, encourage, and enhance their family relationships.

6th Grade	Students will recognize situations that cause change in family relationships and describe ways to deal effectively with the new relationships.	Students are able to: 1. describe a variety of factors that can cause changes in family relationships.	Students are able to: 1. describe three factors that could cause changes in family relationships (i.e., divorce, death, remarriage, adoption, older sibling leaves home, birth of sibling, relative moves in, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
6th Grade	(continued)	2. describe ways to deal effectively with changes in family relationships.	2. describe three ways of dealing effectively with changes in family relationships (i.e., gather reliable information about what feelings or processes are normal for change, assigning of new roles, welcoming new members, effort to cooperate with new members, acceptance of loss and dealing with grief, etc.). * demonstrate observable behaviors (i.e., if faced with a change in their family they exhibit a growing ability to deal effectively with that change; show more understanding to those persons they know in school who are undergoing family changes, etc.).
7th Grade	Students will analyze the importance of effective family relationships and the beliefs and skills that contribute toward those relationships.	Students are able to: 1. explain why a person would desire an effective family relationship. 2. analyze the beliefs and skills that make up the process of establishing effective family relations.	Students are able to: 1. explain at least two reasons why someone would desire an effective family relationship (i.e., fulfilling needs, companionship, someone who cares about and loves the real you, someone you can love and care about, etc.). 2. base their analysis upon at least four of the following six beliefs and skills: • the belief that all persons are equal in worth and dignity • showing respect to each family member • listening skills • communications skills • cooperation • skill in handling disagreement or conflict * demonstrate observable behaviors (i.e., demonstrates recognition responses or indicates upon request what beliefs and skills contribute toward an effective family relationship, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
8th Grade	Students will describe a family meeting and explain how it can be helpful in establishing effective family relations.	Students are able to: 1. describe the family meeting. 2. explain how family meetings could be helpful in establishing effective family relations.	Students are able to: 1. describe four aspects of a family meeting (i.e., regularly scheduled meeting; all family members attend; purpose is to plan family chores and fun times, to express complaints and positive feelings, to resolve problems, and to make family decisions, etc.). 2. provide three reasons how family meetings could be helpful (i.e., encourages listening and communications skills, feelings of self-worth, cooperation and more effective family management, more effective relationships, etc.). * Reference for concept clarification: the S.T.E.P. Parent's Handbook by D. Dinkmeyer. * demonstrate observable behavior (i.e., demonstrate a growing ability to successfully role-play a family meeting, ability to contribute and use same beliefs and skills during small group classroom meetings, etc.).
9th Grade	Students will describe how the concept of family constellations might apply to them.	Students are able to: 1. describe the concept of family constellations.	Students are able to: 1. a) describe three of the basic assumptions and generalizations underlying the concept of family constellation. b) describe two possible personality and character traits for each of the following: • the only child • the first child • the second child • the youngest child • the middle child c) describe a possible situation when the second or middle child might take on the "characteristics" of a first child.

Grade	Competency	Performance Indicators	Suggested Performance Levels
9th Grade	(continued)	2. describe their own positions; how they relate to others in the family and whether or not their experiences are consistent with the family constellations theory.	2. a) describe their position in their own family. b) describe how they see themselves relating to other members of their family. c) compare their experiences to the description of their position in the family constellation approach; explain how they are similar or different; indicate reasons why they feel they are similar or different.
		3. discuss how understanding the concept of family constellations may help in getting along with other family members.	3. a) discuss one way that understanding the concept of family constellations may help them to get along with their parents or other adults in the immediate family (i.e., it helps to understand how their parents grew up the way they did as only, first, second, or ... children in their families, it helps to know that they have been really seeking security and a feeling of belonging from their parents, etc.). b) discuss one way that understanding the concept of family constellation may help them to get along with their siblings (if any) in the immediate family (i.e., helps them to understand why siblings act the way they do, helps them to understand why they act the way they do, helps them to know the importance of communicating acceptance and appreciation, etc.). * Reference for concept clarification: Techniques for Behavior Change by A. Nickely and "The Characteristics of the Family Constellation" by Mrs. F. Pepper.
			* demonstrate observable behaviors (i.e., ability to show recognition responses or indicate upon request how the family constellations concept does or does not apply to them, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
10th Grade	Students will describe families that are different from their own and predict how they might feel in that set of relationships.	Students are able to: 1. compare their family to other families.	Students are able to: 1. a) choose one example of family-life in the past and compare their family to that set of relationships and circumstances (i.e., physical make-up of the family, parental expectations, children's expectations, etc.). b) choose one example of family life in a different country and compare their family to that set of relationships and circumstances (i.e., parental expectations, children's expectations, closeness of relationships, etc.). c) choose one example of an American family that has a different physical make-up than their family (i.e., one-parent family, family with many children, family with one child, foster children in the family, adopted children in the family, etc.) and compare their family to that set of relationships and circumstances.
		2. predict how they might feel if changes were to occur in their family and new relationships had to be formed.	2. using the examples and comparisons from #1b and #1c, include the following in their predictions: • possible feelings while change was taking place • possible feelings while new relationships were being formed • possible problems that might occur • possible benefits of such a change * demonstrate observable behaviors (i.e., demonstrate more sensitivity and understanding of students who come from families different from their own, indications of an appreciation of what they like about their own family, etc.).

Objective: 3. Students will effectively use those skills that encourage and enhance relationships with their families.

11th Grade	Students will assess their current family relationships and evaluate their effectiveness.	Students are able to: 1. describe an example of effective family relationships.	Students are able to: 1. describe an example of effective family relationships using the following characteristics for their model: • treat each other as equal in worth and dignity • show respect toward each other • listen to each other • communicate with each other • cooperate with each other • constructively solve problems instead of allowing anger to remain • show care and love in spite of mistakes (i.e., "I love you, not what you are doing,...") • trust each other • show loyalty toward each other • share time with each other
		2. privately describe and evaluate the effectiveness of their family relationships.	2. a) describe four aspects of their current family relationships (i.e., closeness, needs fulfilled, companionship, personal contributions, personal gains, cooperative relationships, etc.). b) evaluate their effectiveness upon five of these points: Persons in the relationship-- • treat each other as equal in worth and dignity • show respect toward each other • listen to each other • communicate with each other • cooperate with each other • constructively solve problems instead of allowing anger to remain

Grade	Competency	Performance Indicators	Suggested Performance Levels
11th Grade	(continued)	2. (continued)	• show care and love in spite of mistakes (i.e., "I love you, not what you are doing...") • trust each other • show loyalty toward each other • share time with each other
		3. privately determine areas where improvement in their family relationships should be made.	3. a) privately determine areas that are lacking in their family relationships b) privately provide three examples of how they can contribute toward improvement. * demonstrate observable behaviors (i.e., show recognition responses or indicate upon request those characteristics of a model effective family relationship, etc.).
12th Grade	Students will predict the type of families they might have in the future and how they might develop skills to relate effectively within those settings.	Students are able to:	Students are able to:
		1. determine what type of family they would like to have in the future.	1. describe the type of family they would like to have in the future (i.e., married or not, married couple only, number of children, etc.).
		2. compare their "future family" to the family they grew up with.	2. compare the example from #1 with the family they grew up with and indicate possible reasons for any differences that occur.
		3. analyze how they might develop skills that will aid them in relating effectively within those relationships of their future family.	3. a) review the skills that encourage effective relationships within families: • treat each other as equal in worth and dignity • show respect toward each other • listen to each other • communicate with each other • cooperate with each other • constructively solve problems instead of allowing anger to remain • show care and love in spite of mistakes (i.e., "I love you, not what you are doing...")

Grade	Competency	Performance Indicators	Suggested Performance Levels
12th Grade	(continued)	3. (continued)	• trust each other • show loyalty toward each other • share time with each other b) include in their analysis three of the following examples of ways they have and can develop the skills described in #1b: • practice skills in their present family situation • continue to read and learn about the importance and techniques of such skills • when appropriate, practice skills in friendship relationships • begin using skills from the very onset of their "future family" relationships. * demonstrates observable behaviors (i.e., exhibits within the classroom similar beliefs and skills that would be applicable in effective family relationships, demonstrates recognition responses or indicates upon request an understanding of effective family relationships, etc.).

Content: II. Interpersonal Relations

Role(s): Individual, Learner, Citizen, Consumer, Producer

Goal: C. Students will develop and incorporate the ability to maintain effective relationships with peers and adults.

Objective: 1. Students will be aware of their relationships with peers and adults.

Grade	Competency	Performance Indicators	Suggested Performance Levels
Kindergarten	Students will describe their work and play relationships with others.	Students are able to: 1. recognize what constitutes a relationship. 2. describe their work and play relationships with others in a variety of settings. 3. realize that not all relationships have the same degree of closeness (intensity).	Students are able to: 1. recognize a relationship as a connection between two people. 2. a) describe two persons they work or play with at home, school, or in the community (i.e., neighborhood, church, organizations, etc.). b) recognize that they have a relationship (a connection) with those people. 3. Describe the difference between the relationships with a parent and with a neighbor.
1st Grade	Students will describe characteristics they like in a friend and be aware of their personality characteristics that make up friendship qualities.	Students are able to: 1. describe what they feel a friend is. 2. describe characteristics they like in a friend. 3. describe characteristics in themselves that help them to be a friend.	Students are able to: 1. describe what a friend is in their own language (i.e., someone they like to be with, someone who helps them and who they can help, etc.). 2. describe two characteristics they like in a friend (i.e., loyal, similar interests, fun to be with, etc.). 3. describe two characteristics in themselves that help them to be a friend (i.e., care about others, fun-loving, like to talk, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
2nd Grade	Students will describe the process of making a friend.	Students are able to: 1. identify that the desire for friendship and caring about others are basic keys to making a friend. 2. identify that acting friendly is a means of making a new friend. 3. describe the process in sequence of how to make a friend.	Students are able to: 1. a) recognize why they would want friends (e.g., for companionship, help, etc.) b) describe the desire for friendship as a basic key to making friends. c) describe how caring about others is a basic key to making friends. 2. describe two ways of acting friendly as a means of making new friends: speaking kindly; being genuinely interested; sharing activities, experiences and feelings, etc.). 3. describe the following process in their own words: • really want that person as a friend • care about what happens to that person • speak kindly to that person • be interested in what that person does • share activities, experiences and feelings with that person.
3rd Grade	Students will describe the process of making and keeping a friend.	Students are able to: 1. describe how trust, the development of loyalty, and skill in problem-solving are ways of helping to keep a friend.	Students are able to: 1. a) describe what trust means (e.g., faith, firm belief in the honesty, truthfulness, justice, or power of a person or thing). b) describe what loyalty means (e.g., faithfulness, the ability to trust someone to stick by you) and how it helps to keep a friend. c) describe three ways of problem-solving (e.g., communication, taking turns, sharing, apologizing, helping each other, etc.) and how they help to keep a friend.

Grade	Competency	Performance Indicators	Suggested Performance Levels
3rd Grade	(continued)	2. describe how acting friendly is a way of keeping a friend.	2. describe examples of acting friendly and how those examples help to keep a friend (e.g., speaking kindly; being genuinely interested; sharing activities, experiences and feelings)
		3. describe the entire process in sequence of how to make and keep a friend.	3. describe the following process in their own words: • really want that person as a friend • care about what happens to that person • speak kindly to that person • be interested in what that person does • share activities, experiences, and feelings with that person • trust that person and show you are trustworthy • be loyal to that person • use skill in problem-solving instead of letting anger destroy the relationship.
4th Grade	Students will describe how people depend on each other to fulfill their needs.	Students are able to: 1. identify their needs.	Students are able to: 1. identify three of their needs (e.g., love, food, clothing, shelter, ability to communicate, etc.).
		2. identify situations where people work together.	2. identify two situations where people work together (e.g., assembly line making a car, farmers and truckers getting food to market, students working on a project together, friends or family helping each other, etc.).
		3. identify situations where people depend on each other.	3. identify three situations where people depend on each other (e.g., farmers for food, loggers for housing construction, telephone operators for communications, parents and friends for love and companionship, etc.).

Objective: 2. Students will demonstrate a growing ability to create and maintain effective relationships with peers and adults.

Grade	Competency	Performance Indicators	Suggested Performance Levels
5th Grade	Students will indicate methods that lead to effective cooperation with children and adults.	Students are able to:	Students are able to:
		1. define cooperation as working together toward a common goal.	1. a) define cooperation as working together toward a common goal. b) describe two situations where they have showed cooperation.
		2. describe the methods that lead to effective cooperation.	2. describe at least four of these six methods of cooperation: listening, taking turns, paying attention, participation, encouragement, and perceptive communications skills.
		3. indicate which methods they use in cooperating with children and adults.	3. a) describe two ways they cooperate with children and adults. b) indicate which methods of cooperation they used in the examples above.
			* demonstrate observable behaviors (i.e., show a growing ability to successfully cooperate with both children and adults, etc.).
6th Grade	Students will recognize the results of cooperativeness and the results of competitiveness.	Students are able to:	Students are able to:
		1. describe some results of cooperativeness.	1. a) review the meaning of cooperativeness (i.e., working together toward a common goal). b) describe two positive results of cooperativeness (e.g., tends to bring people closer together, can get a large task finished quicker, encourages positive feelings, etc.). c) describe one way that working together is sometimes not best (e.g., a person not learning because others are doing too much for him, each person doesn't stretch to his/her fullest potential, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
6th Grade	(continued)	2. describe some results of competitiveness.	2. a) describe competitiveness as contending with others for profit, prize, or position; a contest. b) describe two positive results of competitiveness (e.g., winner feels important, persons are motivated to try in order to win, individual products become better in quality and/or less in price as manufacturers compete, etc.). c) describe one reason why competitiveness is sometimes not best (e.g., losers feel like failures, it takes longer to finish a large task, etc.).
		3. provide examples of their cooperativeness and competitiveness and describe the results that occurred.	3. a) provide two example situations of their cooperativeness and the results of that cooperativeness. b) provide two example situations of their competitiveness and the results of that competitiveness.
			* demonstrate observable behaviors (i.e., show a growing ability to distinguish the appropriate times to use cooperation and competition, demonstrate a caring attitude during competitive situations, etc.).
7th Grade	Students will evaluate those behaviors that help or hinder group cooperation and effectiveness.	Students are able to: 1. explain how specific behaviors can help group cooperation and effectiveness.	Students are able to: 1. include in their explanation four of the following five examples: • listening • taking turns • paying attention • participation • encouragement (define encouragment as focusing on assets and strengths to build self-confidence and esteem).
		2. explain how specific behaviors can hinder group cooperation and effectiveness.	2. include in their explanation four of the following five examples: • interrupting • not paying attention

Grade	Competency	Performance Indicators	Suggested Performance Levels
7th Grade	(continued)	2. (continued)	• not getting involved • trying to do all the work themselves • discouragement (define discouragement as focusing on mistakes and weaknesses to erode self-confidence and esteem; discouragement results in negative behavior).
		3. indicate groups they belong to and how they help or hinder the groups' cooperation and effectiveness.	3. a) define a group as two or more persons gathered together because of a common interest or purpose. b) indicate three out of the four following examples of groups they belong to: • large groups (e.g., large club, 7th grade class at school, church, etc.) • small group (e.g., small class at school, extracurricular group after school, club or organization, etc.) • peer group (e.g., Boy Scouts, Girl Scouts, clubs, class at school, neighborhood gang, etc.) • mixed group: adults and youth (e.g., church, school system, community organization, the family, etc.). c) select one group from those described in #3b and describe how they have helped and/or hindered that group's cooperation and effectiveness. * demonstrate observable behaviors (i.e., exhibit a growing ability to operate with cooperation and effectiveness in a group setting, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
8th Grade	Students will evaluate the importance of friendships with peers and adults.	Students are able to: 1. compare the benefits that could result from friendships with peers and adults.	Students are able to: 1. a) describe three benefits that occur from friendships with peers. b) describe three benefits that occur from friendships with adults. c) compare the benefits of the two different types of friendships (e.g., similarities: companionship, help in time of need, encouragement of growth and development, etc.; differences: amount of similar interests and needs, help and encouragement of development come in different degrees, etc.).
		2. compare the contributions that they could make in friendships with peers and adults.	2. a) describe two contributions they could make in a friendship with a peer. b) describe two contributions they could make in a friendship with an adult. c) compare the similarities and differences in their contributions (e.g., similarities: caring, companionship, interest, helping, trusting, showing loyalty, etc.; differences: ability to fulfill needs or to help, ability to encourage growth or development, etc.).
		3. evaluate the importance of having friendships with all age groups.	3. base their evaluation upon those gains they receive from others and those gains they receive from being able to give of themselves. * demonstrate observable behaviors (i.e., shows a growing ability to make and maintain friendships with persons of all ages, etc.).
9th Grade	Students will evaluate the importance and effects of group friendships.	Students are able to: 1. describe what group friendship means.	Students are able to: 1. a) define group friendship as a group of people who primarily interact as friends within the limits of that group.

Grade	Competency	Performance Indicators	Suggested Performance Levels
9th Grade	(continued)	1. (continued)	b) describe two examples of group friendships (e.g., clubs with strong ties such as sports teams, band, neighborhood gangs, ...; cliques at school or in the community; etc.).
		2. explain why group friendships can be important.	2. include two reasons in their explanation (e.g., encourages feelings of belonging, exposes members to others' diversity, encourages a closer bond of friendship, etc.).
		3. discuss some effects of group friendships.	3. include in their discussion four effects (some positive and some negative) of group friendships: • excludes people • rejects people who do not conform • sometimes controls individuals' likes, dislikes and values at the expense of creativity or individualism • encourages the groups' acceptable behavior (may be either acceptable or unacceptable according to society) • encourages feelings of acceptance and close friendships • sometimes exposes persons to a diversity among group members. * demonstrate observable behaviors (i.e., encourage open group friendships rather than exclusive or closed group friendships, etc.)

Grade	Competency	Performance Indicators	Suggested Performance Levels
10th Grade	Students will analyze the differences and similarities between cooperation and competition.	Students are able to: 1. review the definitions of cooperation and competition.	Students are able to: 1. a) review the meaning of cooperation (e.g., working together toward a common goal). b) review the meaning of competition (e.g., contending with others for profit, prize, or position; a contest). c) describe two situations when they have cooperated and two situations when they have been competitive.
		2. analyze the differences between cooperation and competition.	2. include the following points in their analysis: • the emphasis of competitiveness is different from the emphasis of cooperativeness (e.g., competitiveness tends to draw people apart, while cooperativeness tends to bring people closer) • competition generally involves "winners and losers," while cooperation does not use that type of terminology.
		3. analyze the similarities between cooperation and competition.	3. include the following points in their analysis of the similarities: • competition and cooperation are both ways of getting things accomplished • both competition and cooperation can be helpful • both competition and cooperation can have negative effects. * demonstrate observable behaviors (i.e., exhibit recognition responses or indicates upon request the differences and similarities between cooperation and competition, show the ability to distinguish the appropriate times to use cooperation and competition, demonstrate a caring attitude during competitive situations, etc.).

Objective: 3. Students will maintain effective relationships with peers and adults.

Grade	Competency	Performance Indicators	Suggested Performance Levels
11th Grade	Students will evaluate the effectiveness of their own friendship skills.	Students are able to: 1. provide examples of how they implement the skills that are necessary for making friendships.	Students are able to: 1. a) explain three ways they show concern and care for others (e.g., manners, talking, helping, giving time or things, etc.). b) explain two reasons why they desire to have friends (e.g., companionship, help, honest feedback, etc.). c) explain three ways they act friendly toward others (e.g., speaking kindly, being genuinely interested; sharing activities, experiences, and feelings, etc.).
		2. provide examples of how they implement the skills that are necessary for keeping friendships.	2. a) review the meaning of trust (e.g., being able to count on a person to do what he/she says). b) explain two situations when they have shown trustworthiness. c) review the meaning of loyalty (e.g., being able to trust someone to stick by you). d) explain one situation when they have demonstrated loyalty to another person. e) explain three ways they have continued to act friendly as a means of keeping friendships (e.g., similar to examples in #1c). f) explain two situations when they have used problem-solving skills as a means of keeping friendships (e.g., communication, sharing, taking turns, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
11th Grade	(continued)	3. determine which friendship skills are effective and which ones need strengthening.	3. a) determine those friendship skills that are effective for them. b) determine those friendship skills which need strengthening. c) describe how they plan to strengthen those skills which need improvement. * demonstrate observable behaviors (i.e., exhibit an ability to make and keep friendships, show a willingness and effort to strengthen weak friendship skills, etc.).
12th Grade	Students will explain the value of maintaining effective friendships throughout life in today's interdependent society.	Students are able to: 1. evaluate the gains and contributions that result from having effective friendships.	Students are able to: 1. a) evaluate at least three gains from effective friendships (e.g., feelings of worth, companionship, encouragement of growth and development, help in fulfilling needs and desires, etc.). b) evaluate at least three contributions toward effective friendships (e.g., showing respect and care, giving encouragement for growth and development, helping to fulfill needs or desires, sharing time in a variety of ways, etc.).
		2. predict the gains and contributions that may result from continuing to make and keep effective friendships later on in life.	2. a) predict two ways friendships may change later on in life (e.g., friendships with community workers, friendships with fellow workers, friendships with neighbors, etc.). b) predict two gains and two contributions that future effective friendships will provide and demand (e.g., gains and contributions will become more intense, the number of relationships will become even more varied, as needs and desires grow or change, so will friendships, etc.)

Grade	Competency	Performance Indicators	Suggested Performance Levels
12th Grade	(continued)	3. explain the value of continuing effective friendships in today's interdependent society.	3. a) explain the meaning of interdependence (e.g., depending on one another to fulfill needs and desires). b) describe three examples of how today's society is interdependent (e.g., for food we depend on farmers, marketers, truckers, salespersons, etc.). c) explain two reasons why continuing effective friendships would be beneficial in today's interdependent society (i.e., needs could be fulfilled on a more personal level, more confidence in depending on friends, expanded areas, or "market" for own contributions, emotional support in a complex society, etc.). * demonstrate observable behaviors (i.e., exhibit the ability to make and keep friends, demonstrate recognition responses or indicate upon request the value of continuing effective friendships in today's complex society, etc.).

Content: II. Interpersonal Relations

Role(s): Individual, Learner, Citizen, Consumer, Producer

Goal: D. Students will develop and incorporate an understanding of reciprocal behavior and how actions have effects on others.

Objective: 1. Students will be aware that the actions of one person affect the actions of others.

Grade	Competency	Performance Indicators	Suggested Performance Levels
Kindergarten	Students will recognize various interpersonal relationships in their lives.	Students are able to: 1. describe different people with whom they interact. 2. describe how they act differently with different people.	Students are able to: 1. describe three people with whom they interact (i.e., parent, sibling, teacher, neighborhood friend, classmate, etc.). 2. using the examples from #1, describe how they act differently with each of those persons (i.e., conversation is different, physical activity is different, intensity of feelings is different, etc.).
1st Grade	Students will recognize that they affect things and others around them.	Students are able to: 1. describe how a person can affect someone else.	Students are able to: 1. a) define the concept of affect as influence; cause a change to occur (big or little). b) describe one way a person can influence someone else (parents influence their children, teachers influence their students, friends influence each other, etc.).
		2. describe how they affect things around them.	2. describe two ways they affect things around them (i.e., moved furniture to a different place, kicked a stone, fed a pet, decorated a Christmas tree, etc.).
		3. describe how they affect other persons that they know.	3. describe two ways they affect other persons that they know (i.e., helped mother with the dishes/she had extra time to read, shared a toy with a friend/made friend feel happy and special, picked up toys off the stairs/allowed family to have a safe place to walk, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
2nd Grade	Students will describe how the actions of others affect their own behavior.	Students are able to: 1. describe some actions of other persons they know.	Students are able to: 1. a) identify one person out of each of the following categories and describe one action that these persons do while interacting with them (the student). • family member (parent or sibling) • someone at school (teacher, classmate, etc.) • a close friend (not to be the same person as above).
		2. describe how the actions of others affect their own behavior.	2. describe how the actions described in #1b affect their own behavior (i.e., brother hides toy/student hunts for lost toy, teacher gives assignment/student does homework, friend compliments student/student feels good and smiles, etc.).
3rd Grade	Students will recognize the actions they take that affect others' feelings.	Students are able to: 1. identify the basic feelings.	Students are able to: 1. identify at least four of the basic feelings: happiness, anger, sadness, fear, surprise, pride.
		2. discuss that a person's actions and decisions affect others feelings.	2. discuss the connection between actions or decisions and feelings that result in others; use one example in the discussion of a time when someone's decision or action affected their feelings.
		3. describe actions they take that influence corresponding feelings in others.	3. describe three of their actions that cause three different feelings in others (i.e., an action that caused happiness, an action that caused fear, etc.).

Objective: 2. Students will demonstrate an understanding of the importance of the concept of reciprocal behavior and how it affects them and others.

Grade	Competency	Performance Indicators	Suggested Performance Levels
4th Grade	Students will explain how what they say affects others' actions and how what others say affect their actions.	Students are able to: 1. describe situations where what they say has affected how others acted. 2. describe situations where what others said has affected how they acted. 3. explain the interrelationship between speech and actions.	Students are able to: 1. describe two situations where what they have said has affected how others have acted. 2. describe two situations where what others have said has affected how they acted. 3. based on the examples given in #1 and #2, explain the interrelationship between speech and actions: own speech → others' feelings → others' actions and speech → own feelings → own actions and speech, etc. * demonstrate observable behaviors (i.e., demonstrate a growing understanding of how they affect others by what they say and how they are influenced by what others say, etc.).
5th Grade	Students will compare the results of their behavior upon others of different ages.	Students are able to: 1. provide an example of a behavior and examine how it might affect persons of different ages.	Students are able to: 1. a) provide one example of a specific behavior (i.e., teasing, rowdy play such as wrestling, speaking loudly, or shouting, etc.). b) examine how the behavior described in #1a might affect the following age groups and if the results of that behavior would be acceptable: ● babies ● preschoolers or younger persons ● peers ● parents or teachers ● elderly persons

Grade	Competency	Performance Indicators	Suggested Performance Indicators
5th Grade	(continued)	2. explain why their behavior has a different impact on people of differing ages.	2. include in their explanation three of the following reasons: • there is a difference in physical ability • there is a difference in emotional maturity • there is a difference in the quality of respect • there can be a difference in the intensity of the relationship * demonstrate observable behaviors (i.e., generally exhibit appropriate behaviors with persons from different age groups, etc.).
6th Grade	Students will describe ways peers and adults interact.	Students are able to:	Students are able to:
		1. describe ways peers and adults act with each other in the home.	1. a) describe one way peers and adults act with each other in the home (i.e., parent/child work together, parent/child argument, parent/child plays together, etc.). b) speculate one reason why they act that way.
		2. describe ways peers and adults act with each other at school.	2. a) describe two ways peers and adults act with each other at school (teacher/student in the classroom, coach/student at sports practice, teacher/student confrontation, etc.). b) speculate one reason why they act that way.
		3. describe ways peers and adults act with each other in the community.	3. a) describe one way peers and adult act with each other in the community (i.e., Boy Scout leader/scout, storekeeper/consumer, religious leader/student, etc.). b) speculate one reason why they act that way. * demonstrate observable behaviors (i.e., demonstrate a growing understanding of how they interact with various adults, show a growing ability to realize why they act the way they do with various adults, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Indicators
7th Grade	Students will evaluate ways peers and adults interact with each other in relation to the goals of behavior.	Students are able to:	Students are able to:
		1. describe different ways that peers and adults interact.	1. describe three different situations where peers and adults interact.
		2. explain the goals of behavior.	2. a) explain the goals of misbehavior (i.e., attention, power, revenge, and display of inadequacy). b) explain the goals of positive behavior (i.e., attention/involvement/contribution, power autonomy/responsibility for own behavior, justice/fairness, withdrawal from conflict/refusal to fight/acceptance of others' opinions). * References for concept clarification: Raising a Responsible Child or the S.T.E.P. Parents' Handbook, both by D. Dinkmeyer and G. McKay.
		3. evaluate ways peers and adults interact in relation to the goals of behavior.	3. choose three different situations and evaluate the ways peers and adults interact with each other according to the goals of behavior: • what is the goal of behavior. • what is the belief underlying the behavior. • how is the adult involved supporting the belief or trying to change the belief underlying the behavior. * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request the goals of behavior they presently and/or desire to operate from, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
8th Grade	Students will describe situations where their behaviors affect others' behavior towards them.	Students are able to: 1. provide examples of how their behaviors affect others' emotions, decisions, and conduct.	Students are able to: 1. a) provide an example of how their behavior affects another person's feelings. b) provide an example of how their behavior affects another person's decisions. c) provide an example of how their behavior affects another person's behavior.
		2. explain the interrelationship between action and response.	2. a) define action as the process of acting, doing, or working; conduct. b) define response as reply; reaction; responding to the words or acts of another. c) include in their explanation support for the principle that the effectiveness of an action is determined by the type of response they receive from others.
		3. analyze the various types of responses.	3. include in their analysis two examples of verbal responses and two examples of non-verbal responses.
			* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request how and why their behavior affects others' behavior toward them, demonstrates a growing understanding of why others may frequently respond in a predictable manner to some of their actions, etc.).
9th Grade	Students will describe ways they can act to provoke a desired behavior in another person.	Students are able to: 1. review how their behaviors affect others' emotions, decisions, and conduct.	Students are able to: 1. a) describe an example of how their behavior affects another person's feelings. b) describe an example of how their behavior affects another person's decisions. c) describe an example of how their behavior affects another person's behavior.

Grade	Competency	Performance Indicators	Suggested Performance Levels
9th Grade	(continued)	2. describe ways they have tried to elicit a particular response from another person.	2. describe two situations where they have tried to elicit a particular response from another person (i.e., manners to get others to respond favorably, crying so parents would feel sorry for them, talk a friend into seeing a counselor to solve a problem, being silent to provoke a verbal response, etc.).
		3. explain some of the positive and negative aspects of provoking a desired behavior in another person.	3. include the following in their explanation • sometimes provoking a response can be used to help others do something that is difficult for them but would really benefit them. • sometimes provoking a response can be used to manipulate others to get one's own way.
			* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request how they deliberately - or undeliberately - provoke a desired behavior in another person; exhibit a growing understanding of why they might want to provoke a desired response, etc.).
10th Grade	Students will explore ways that the environment shapes or controls their behavior and how they respond to those in the environment who are shaping their behaviors.	Students are able to: 1. describe controlling and influencial forces in their own environment.	Students are able to: 1. describe three controlling or influential forces in their own environment (i.e., laws, parents, teachers, peer-pressure, etc.).
		2. explore ways that they have been and are being controlled or shaped.	2. describe two ways they have been or are being controlled or shaped (i.e., they have been influenced by parents' values since infancy, law requires them to attend school, teachers shape their behavior and attitude in the classroom, peer pressure controls their choices in order to gain acceptance, etc.).
		3. describe their feelings and responses toward those who are shaping their behavior.	3. a) using the examples from #2, describe their feelings toward those persons or things shaping their behavior (i.e., resentment, frustration, security, confidence, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
10th Grade	(continued)	3. (continued)	b) using the examples from #2, describe how they responded in those situations and indicate if they feel their responses were effective. * demonstrate observable behaviors (i.e., exhibit a growing understanding of why there are shaping or controlling influences in the environment, demonstrate appropriate responses to those persons responsible for shaping their behaviors, etc.).
11th Grade	Students will analyze the cycle of consequences that might occur as the result of unacceptable behavior.	Students are able to:	Students are able to:
		1. describe reciprocal behavior.	1. describe reciprocal behavior as their actions affecting others' behavior and others' actions affecting their behavior.
		2. describe unacceptable behaviors according to society, family, and self.	2. describe three behaviors that have been termed unacceptable by society, family, and themselves (i.e., society: murder, theft, abuse of drugs and/or alcohol, arson, etc.).
		3. analyze the consequences of unacceptable behavior.	3. a) using an example from #2, describe some possible consequences of an unacceptable behavior. b) relate the concept of reciprocal behavior to the cycle of consequences that might occur as a result of unacceptable behavior. c) relate the concept of reciprocal behavior to the breaking of the cycle of negative consequences (i.e., through counseling, hiring an ex-convict, showing care in some way, etc.). * demonstrate observable behaviors (i.e., recognize which behaviors are unacceptable, exhibit a growing ability to accept and deal with the consequences of their unacceptable behaviors, demonstrate an understanding of how to break the cycle of negative consequences to unacceptable behavior, etc.).

Objective: 3. Students will understand reciprocal behavior and how actions have effects on others.

12th Grade	Students will evaluate their behaviors toward others and decide which are effective in interpersonal relationships and which need improvement.	Students are able to: 1. describe those behaviors which encourage and are effective in interpersonal relationships.	Students are able to: 1. describe six of the ten following behaviors that encourage and are effective in interpersonal relationships: • treat each other as equal in worth and dignity • show respect toward each other • listen to each other • communicate with each other • cooperate with each other • constructively solve problems instead of demonstrating anger or allowing anger to remain • show care and love in spite of mistakes • trust each other • show loyalty toward each other • share time with each other
		2. evaluate their behavior toward others as effective or ineffective in interpersonal relationships.	2. a) compare their behavior in interpersonal relationships to those ten behaviors listed in #1. b) evaluate their behaviors according to the following points: • does their behavior encourage interpersonal relationships • is their behavior effective in helping others feel good about themselves and the relationship • is their behavior effective in allowing themselves to benefit from the relationship.

Grade	Competency	Performance Indicators	Suggested Performance Levels
12th Grade	(continued)	3. describe those behaviors which need changing or strengthening and discuss their plan for improvement.	3. a) specify one behavior that needs changing or strengthening. b) describe what new or more effective behavior they would like to incorporate in their relationships. c) discuss how they plan to improve the behavior identified in #3a. * demonstrate observable behaviors (i.e., encourage interpersonal relationships, encourage positive feelings in their relationships, benefit themselves from their relationships, etc.).

__Content__: III. Expressing Ideas

__Role(s)__: Individual, Learner, Citizen, Consumer, Producer

__Goal__: A. Students will develop and incorporate an understanding of various methods of expression in their daily lives.

__Objective__: 1. Students will be aware of methods of expression in their daily lives.

Grade	Competency	Performance Indicators	Suggested Performance Levels
Kindergarten	Students will recognize different expressions for various feelings.	Students are able to: 1. describe various feelings people can have. 2. recognize how people express their different feelings.	Students are able to: 1. describe three different feelings (i.e., anger, happiness, surprise, fear, sadness, embarrassment, hurt, etc.). 2. recognize (or describe) one way for each example from #1 that people express their feelings (i.e., anger/yelling, hitting, frowning...; happiness/smile, clapping, laugher...; sadness/crying, frown, head and shoulders down...; etc.).
1st Grade	Students will describe different ways they express their own feelings.	Students are able to: 1. describe feelings they have had recently. 2. describe how they have expressed their feelings. 3. describe how others reacted to the ways they expressed their feelings.	Students are able to: 1. describe three feelings they have had during the past week (i.e., anger, happiness, fear, surprise, sadness, embarrassment, hurt, etc.). 2. describe how they expressed those feelings identified in #1 (anger/yelled, happiness/laughed, sadness/cried, fear/screamed, etc.). 3. using the examples from #1 and #2, describe how others reacted to the ways they expressed their feelings (i.e., smiled, laughed, got angry with them, hugged them, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
2nd Grade	Students will determine the appropriate situations for expressing different feelings.	Students are able to:	Students are able to:
		1. describe some feelings they experience.	1. describe three feelings they have experienced (i.e., anger, happiness, fear, sadness, embarassement, surprise, hurt, etc.).
		2. determine what situation would be appropriate for expressing their feelings.	2. a) describe one situation for each of the feelings identified in #1 that would be inappropriate for expressing that feeling. b) describe one situation for each of the feelings identified in #1 that would be appropriate for expressing that feeling.
		3. recognize how to determine if a method or situation is appropriate or not for expressing their feelings.	3. recognize that a method or situation for expressing their feelings is considered not appropriate if expressing those feelings hurts themselves, others, or things such as pets, toys, furniture, etc.
3rd Grade	Students will describe ways others express thoughts and feelings to them.	Students are able to:	Students are able to:
		1. describe different ways others express thoughts and feelings.	1. describe three different ways others express thoughts and feelings (i.e., written messages; nonverbal messages like facial expressions, hitting, a hug...; clear verbal messages; hidden messages when they say one thing but mean another; blaming; etc.).
		2. describe how others express thoughts and feelings to them.	2. a) describe how younger persons express their thoughts and feelings to them. b) describe how peers express their thoughts and feelings to them. c) describe how adults express their thoughts and feelings to them.
		3. indicate how they prefer others to express their thoughts and feelings to them.	3. a) indicate two ways they prefer others to express their thoughts and feelings to them (i.e., clearly written messages, clear verbal messages, positive nonverbal messages, etc.). b) discuss why they prefer the two ways described in #3a, (i.e., it does not hurt them, it does not hurt their belongings, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
4th Grade	Students will describe what constitutes an opinion, a belief, and a fact.	Students are able to:	Students are able to:
		1. describe what constitutes an opinion.	1. a) define opinion as a point of view; an idea; a feeling toward a certain way of thinking. b) provide on example of an opinion (i.e., one TV show is better than another, their favorite desert is the best of all, etc.).
		2. describe what constitutes a belief.	2. a) define a belief as a strong feeling about something; faith; acceptance of something. b) provide one example of a belief (i.e., own religious beliefs, belief that one type of behavior is better than another, etc.).
		3. describe what constitutes a fact.	3. a) define a fact as a truth; something that has really happened; something real. b) provide one example of a fact (i.e., their name, their birthdate, the color of their hair, etc.).
5th Grade	Students will discuss that all people have opinions and beliefs.	Students are able to:	Students are able to:
		1. recognize the difference between a belief and an opinion.	1. recognize that a belief involves stronger feelings concerning truth than an opinion.
		2. discuss that all people have opinions.	2. a) identify one younger person and describe one of his/her opinions (i.e., baby prefers one food over another, a preschooler likes to wear a certain color, etc.). b) identify a peer and describe on of his/her opinions (i.e., likes one subject better than another, says one desert is the best of all, etc.). c) identify an adult and describe one of his/her opinions (i.e., color preference, food preference, job preference, etc.). d) describe two of their own opinions.

Grade	Competency	Performance Indicators	Suggested Performance Levels
5th Grade	(continued)	3. discuss that all people have beliefs.	3. a) identify one younger person and describe one of his/her beliefs (i.e., believe parents love them, believe that all adults are important, etc.). b) identify a peer and describe one of his/her beliefs (i.e., religious beliefs, believe shots hurt, etc.). c) identify an adult and describe one of his/her beliefs (i.e., religious beliefs, belief that one type of behavior is better over another, etc.). d) describe two of their own beliefs.

Objective: 2. Students will demonstrate a growing ability to use various methods of expression in their daily lives.

6th Grade	Students will describe the various methods of expressing opinions and beliefs.	Students are able to: 1. describe ways to verbally express opinions and beliefs.	Students are able to: 1. a) recognize that opinions and beliefs can be expressed in closed-ended statements (leaving no room for discussion from others) and open-ended statements (allowing others to express themselves also). b) describe two situations when people can verbally express opinions and beliefs (i.e., stating their opinions or beliefs in conversation with friends, in public speaking situations, during interviews, during classroom situations, etc.).
		2. describe ways to nonverbally express opinions and beliefs.	2. describe two ways to nonverbally express opinions and beliefs (i.e., facial expressions, hand gestures, touching others such as handshake or hitting, nodding the head, etc.).
		3. describe ways to express opinions and beliefs in written form.	3. describe two ways to express opinions and beliefs in written form (i.e., writing their feelings concerning their opinions or beliefs in letters, poetry or prose, books, newspapers, magazines, class projects or term papers, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
6th Grade	(continued)		* demonstrate observable behaviors (i.e., demonstrate a growing ability to express opinions and beliefs verbally, nonverbally and in written form, etc.).
7th Grade	Students will demonstrate skills necessary to express their opinions and beliefs in written form.	Students are able to: 1. demonstrate skills necessary for satisfactory writing.	Students are able to: 1. *a) demonstrate ability to write legibly. *b) demonstrate use of an effective vocabulary. *c) demonstrate skill in use of grammar and sentence structure. *d) demonstrate skill in spelling. *e) demonstrate skill in punctuation and capitalization.
		2. demonstrate skills necessary for logically expressing their opinions and beliefs in writing.	2. *a) demonstrate skill in using the outline form. *b) demonstrate ability in presenting a logical sequence of thoughts.
		3. demonstrate an understanding of the different methods of expressing their opinions and beliefs in writing.	3. *a) demonstrate an understanding of how to appropriately write a letter. *b) demonstrate an understanding of poetry and prose as means of expressing opinions and beliefs. *c) demonstrate an understanding of how to write papers as a means of expressing opinions and beliefs.
8th Grade	Students will examine their own methods of expressing opinions and beliefs.	Students are able to: 1. describe their verbal methods of expressing opinions and beliefs.	Students are able to: 1. include the following in their description: • two examples of how they express their opinions and beliefs • indicate if their statements are closed-ended (leaving no room for discussion from others) or open-ended (allowing others to express themselves) • whether or not they are able to effectively express their feelings and ideas to others (i.e., as indicated by others' reactions and their own self-satisfaction).

Grade	Competency	Performance Indicators	Suggested Performance Levels
8th Grade	(continued)	2. describe their nonverbal methods of expressing opinions and beliefs.	2. include the following in their description: • two examples of how they express their opinions and beliefs nonverbally • whether or not they are able to appropriately and effectively convey their opinions or beliefs to others (i.e., as indicated by others' reactions and their own self-satisfaction).
		3. describe their written methods of expressing opinions and beliefs.	3. include the following in their description: • two examples of how they express their opinions or beliefs in writing • whether or not they can demonstrate satisfactory writing skills (i.e., legibility, vocabulary, grammar, sentence structure, spelling, punctuation, capitalization, etc.). • whether or not they can present a logical sequence of thoughts • whether or not they can appropriately use written forms of expression (i.e., letters, poetry or prose, term papers, etc.).
			* demonstrate observable behaviors (i.e., evaluate their verbal, nonverbal, and written methods of expression and demonstrate a willingness to strengthen those areas they are weak in, etc.).
9th Grade	Students will analyze situations when a written expression of opinions and beliefs is an effective means of influencing others.	Students are able to: 1. identify possible situations and recipients of a written expression of an opinion or belief.	Students are able to: 1. a) identify two situations when a written expression of opinions or beliefs would be appropriate (i.e., resolving a problem with a friend many miles away, showing concern about a public issue, bringing attention to an environmental hazzard, etc.). b) identify two persons who could be possible recipients of written expressions of opinions or beliefs (i.e., friend, newspaper reporter, congressman or woman, television reporters, etc.).

Grade	Competency	Performance Indicaters	Suggested Performance Levels
9th Grade	(continued)	2. describe some advantages of writing over other methods of influencing others.	2. describe two possible advantages of writing as a means of influencing others (i.e., letters are usually more planned and thought out than other methods, it is a permanent record, it is harder to ignore than some other means, etc.).
		3. describe possible results of using written expression as a means of conveying their opinions or beliefs.	3. describe two possible results of using written expression (i.e., author is more likely to get credit, written expression is sometimes taken more seriously, the author is held accountable and responsible for what is written, etc.). * demonstrate observable behaviors (i.e., use writing as a method of influencing others, use writing as a means of conveying their opinions and beliefs, etc.).
10th Grade	Students will analyze how to use skills of expression in a variety of settings.	Students are able to: 1. identify various ways they express themselves.	Students are able to: 1. a) describe how they express their opinions or beliefs verbally. b) describe how they express their opinions or beliefs nonverbally. c) describe how they express their opinions or beliefs in writing.
		2. identify a variety of settings they are familiar with and analyze the expression skills that are appropriate for different settings.	2. a) identify four different settings they are familiar with (i.e., classroom at school, home, store, party at a friend's home, restaurant, park, etc.). b) include in their analysis the following: • one example each of an expression skill that would be appropriate for the settings identified in #2a • one example each of an expression skill that would not be appropriate for the settings identified in #2a • explanation why one expression skill might be more appropriate than another.

Grade	Competency	Performance Indicators	Suggested Performance Levels
10th Grade	(continued)		* demonstrate observable behaviors (i.e., use appropriate expression skills in the different school settings, etc.).
11th Grade	Students will understand the relationship between self-respect and respect for others' opinions in group situations.	Students are able to: 1. describe ways to show respect for others' opinions.	Students are able to: 1. describe two ways they can show respect for others' opinions (i.e., eye contact, attentiveness, reflective listening, separating who the person is from what he/she is saying, using open-ended comments instead of closed-ended ones, etc.).
		2. discuss how expressing their opinions and beliefs is part of the process of establishing and maintaining self-respect.	2. discuss two reasons why expressing their opinions and beliefs is part of the process of establishing and maintaining self-respect (i.e., encourages practice in taking risks, encourages the feeling that their thoughts and beliefs are of value, encourages feelings of contribution, etc.).
		3. discuss the relationship between self-respect and respect for others in group situations.	3. include the following points in their discussion: • there is a direct relationship between demonstrating respect and self-respect --the more respect that is shown, the more respect they feel for themselves • improved self-respect and respect for others encourages those around them to demonstrate increased respect • appropriate respect for self and others helps to enhance interpersonal relationships.
			* demonstrate observable behaviors (i.e., exhibits growing ability to appropriately and confidently express their own opinions and beliefs while at the same time showing respect for others' opinions and beliefs, etc.).

Objective: 3. Students will effectively express themselves in their daily lives.

Grade	Competency	Performance Indicators	Suggested Performance Levels
12th Grade	Students will evaluate the effectiveness of their own methods of expression in their daily lives.	Students are able to: 1. evaluate the effectiveness of their methods of expression in their family relationships.	Students are able to: 1. include the following in their evaluation: • three examples of how they express their opinions or beliefs in their family relationships (i.e., verbally, non-verbally, written form) • indicate whether or not their methods of expression allow for others to express themselves (i.e., open-ended statements showing respect to others, appropriate non-verbal expression, etc.). • indicate whether or not they are able to effectively convey their feelings and ideas (i.e., as indicated by others' reactions and their own self-satisfaction) • indicate how they could improve their expression skills in their family relationships.
		2. evaluate the effectiveness of their methods of expression in their peer relationships.	2. include the following in their evaluation: • three examples of how they express their opinions and beliefs in their peer relationships (i.e., verbally, non-verbally, written form) • indicate whether or not their methods of expression allow for others to express themselves (i.e., open-ended statements, showing respect to others, appropriate non-verbal expression, etc.). • indicate whether or not they are able to effectively convery their own feelings and ideas (i.e., as indicated by others' reactions and their own self-satisfaction)

Grade	Competency	Performance Indicators	Suggested Performance Levels
12th Grade	(continued)	2. (continued)	• indicate how they could improve their expression skills in their peer relationships.
		3. evaluate the effectiveness of their methods of expression as learners.	3. include the following in their evaluation: • two examples of how they express their opinions or beliefs in classroom situations • indicate if their methods of expression allow for others to feel respected and to express themselves • whether or not they are able to effectively convey their feelings and ideas (i.e., as indicated by others' reactions and their own self-satisfaction) • indicate how they could improve their expression skills in their role as learners.
		4. evaluate the effectiveness of their methods of expression as citizens.	4. include the following in their evaluation: • one example of how they express their opinions or beliefs as citizens • whether or not they are able to effectively convey their feelings and ideas (i.e., as indicated by others' reactions and their own self-satisfaction) • indicate how they could improve their expression skills in their role as citizens.
		5. evaluate the effectiveness of their methods of expression as consumers.	5. include the following in their evaluation: • one example of how they express their opinions or beliefs as consumers • whether or not they are able to effectively convey their feelings and ideas (i.e., as indicated by others' reactions and their own self-satisfaction) • indicate how they could improve their expression skills in their role as consumers.

Grade	Competency	Performance Indicators	Suggested Performance Levels
12th Grade	(continued)	6. evaluate the effectiveness of their methods of expression as producers.	6. include the following in their evaluation: • one example of how they express their opinions or beliefs as producers • whether or not they are able to effectively convey their feelings and ideas (i.e., as indicated by others' reactions and their own self-satisfaction) • indicate how they could improve their expression skills in their role as producers. * demonstrate observable behaviors (i.e., demonstrate effective expression skills in their relationships in the school setting, attempt to strengthen those areas of expression in which they are weak, etc.).

Content: III. Expressing Ideas

Role(s): Individual, Learner, Citizen, Consumer, Producer

Goal: B. Students will develop and incorporate skills in assertively and appropriately expressing themselves in their daily lives.

Objective: 1. Students will be aware of the strength of their feelings and ideas and how they express those feelings and ideas.

Grade	Competency	Performance Indicators	Suggested Performance Levels
Kindergarten	Students will recognize situations when they desire to have their own way and situations when others feel they must have their way.	Students are able to: 1. describe situations when they want to have their own way.	Students are able to: 1. describe one time when they want to have their own way (i.e., stay up later to watch a T.V. show, buy a special toy at the store, want to go play outside, etc.).
		2. describe situations when others want to have their own way.	2. describe one time when someone else wanted to have his/her own way (i.e., play a specific game, use a certain toy, act a certain way, etc.).
		3. identify situations when they are asked to do something they do not want to do when someone else wants it.	3. identify one time when they were asked to do something they didn't want to do when someone else wanted it (i.e., Mother wanted them to come in from playing outside, guest wanted to play with their toy even though they did not feel like sharing, teacher wanted them to stay seated and finish their work, etc.).
1st Grade	Students will recognize that the way they feel about something may be the same or different from how others feel.	Students are able to: 1. describe how they feel about a specific topic.	Students are able to: 1. a) choose a specific topic (i.e., favorite desert, favorite pet, favorite game, etc.). b) indicate how they feel about the topic chosen in #1.
		2. identify other persons who feel the same way they do.	2. identify two other persons who feel the same way they do concerning the topic indicated in #1.

Grade	Competency	Performance Indicators	Suggested Performance Levels
1st Grade	(continued)	3. identify other persons who feel differently than they do.	3. identify two other persons that feel differently than they do concerning the topic indicated in #1.
2nd Grade	Students will describe ways to express opinions so that they are understood by others.	Students are able to: 1. describe what an opinion is.	Students are able to: 1. a) define an opinion as a viewpoint; an idea; something they feel is important. b) describe one of their opinions (i.e., favorite desert, favorite pet, best T.V. show, etc.).
		2. describe how they can express their opinions to others.	2. describe two ways they can express their opinion to others (i.e., verbally, nonverbally, in written form, in artistic form, etc.).
		3. indicate how they know when others understand their opinions.	3. indicate two ways they know when others understand their opinions (i.e., others tell them they understand, written comments on their school papers, nonverbal ways such as nodding or smiling, etc.).
3rd Grade	Students will describe opinions that they feel strongly about.	Students are able to: 1. identify several of their opinions.	Students are able to: 1. identify their opinions concerning the following topics: • delicious food • importance of education • interesting T.V. show • the importance of having friends • how people should treat animals • how people should act toward each other.
		2. decide which opinions are important to them.	2. decide what three opinions of those identified in #1 are most important to them.

Grade	Competency	Performance Indicators	Suggested Performance Levels
3rd Grade	(continued)	3. discuss why these opinions are important to them.	3. using the three opinions described in #2, discuss why each of those opinions are important to them.
4th Grade	Students will discuss and differentiate the definitons of assertiveness, aggressiveness, and non-assertiveness.	Students are able to:	Students are able to:
		1. describe the meaning of assertiveness.	1. a) define assertiveness as expressing one's feelings, beliefs, or desires in such a way that enhances self-respect and dignity but does not interfere with others' safety or self-respect. b) recognize situations that exemplify assertiveness.
		2. describe the meaning of aggressiveness.	2. a) define aggressiveness as getting needs met or expressing desires, feelings, or beliefs at the expense of someone else's dignity or self-respect; aggressiveness does not always result in the person respecting him/herself. b) recognize situations that exemplify aggressiveness.
		3. describe the meaning of non-assertiveness.	3. a) define non-assertiveness as bottling up emotions ranging from warmth to anger because of high levels of anxiety, guilt, or deficiencies in social skills; non-assertiveness does not result in respect for oneself. b) recognize situations that exemplify non-assertiveness.
		4. discuss the differences between assertiveness, aggressiveness, and non-assertiveness.	4. include the following in their discussion: • aggressiveness and non-assertiveness do not foster self-respect and dignity while assertiveness does • aggressiveness is not concerned with others, assertiveness is • non-assertiveness does not emphasize concern for one's own feelings and dignity, assertiveness does.

Objective: 2. Students will demonstrate an understanding of appropriate assertive behavior, its effects, and its benefits

Grade	Competency	Performance Indicators	Suggested Performance Levels
5th Grade	Students will determine the appropriate use of assertive behavior in individual and group situations and predict some consequences of that assertive behavior.	Students are able to: 1. describe individual and group situations where assertive behavior can appropriately be used.	Students are able to: 1. a) describe one individual situation when assertive behavior would be appropriate (i.e., when someone cuts in line, when someone breaks something that is theirs, when they would like to meet someone new, etc.). b) describe one group situation when assertive behavior would be appropriate (i.e., when persons are being too noisy in the library, when expressing viewpoints during a discussion, when a clique is trying to exclude them, etc.).
		2. indicate what criteria should be considered when determining whether or not to use assertive behavior.	2. indicate the following criteria that should be considered when determining whether or not to use assertive behavior: • will the behavior enhance their own self-respect and dignity • will the behavior interfere with others' safety or self-respect • what possible consequences might occur from using such behavior • are the risks involved acceptable.
		3. predict some possible consequences of assertive behavior in a variety of situations.	3. a) describe two situations when assertive behavior could be used. b) predict some possible acceptable consequences if assertive behavior were used in the example situations. c) predict some possible unacceptable consequences if assertive behavior were used in the example situations.

Grade	Competency	Performance Indicators	Suggested Performance Levels
5th Grade	(continued)		* demonstrate observable behaviors (i.e., demonstrate a beginning ability to use assertive behavior appropriately in individual or group situations at school, etc.).
6th Grade	Students will develop relaxation techniques to prepare themselves for situations requiring assertive behavior.	Students are able to: 1. identify situations when using assertive behavior is difficult for them.	Students are able to: 1. identify two situations when using assertive behavior is difficult for them (i.e., telling a friend that they did not like something that was done, telling a teacher they feel that the grade on their paper is unfair, explaining to a parent about their feelings, etc.).
		2. describe and demonstrate several methods they can use to relax.	2. describe and demonstrate three relaxation techniques: • deep breathing • tension/relaxation of muscles • use of guided imagery
		3. discuss how relaxation can help prepare them to be assertive in difficult situations.	3. a) discuss how deep breathing can help them (i.e., increased oxygen relaxes their muscles and reduces anxiety). b) discuss how tension/relaxation techniques can help them (i.e., develop awareness of what tension feels like and can concentrate on relaxing those muscles that are tense during anxiety situations, etc.). c) discuss how guided imagery can help them (i.e., enables them to "visualize" and prepare themselves beforehand for possible consequences and how they desire to respond; must have a controlled script for preparation to avoid escalating anxiety; etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
6th Grade	(continued)		* demonstrate observable behaviors (i.e., use deep breathing to relax their bodies, use tension/relaxation exercises to relax their bodies, use controlled guided imagery as a means of preparing for tense situations, demonstrate a growing ability to use assertive behavior when appropriate and safe for them to do so, etc.).
7th Grade	Students will describe some of the emotional blocks to assertive behavior.	Students are able to: 1. describe some emotional blocks to assertive behavior. 2. provide examples of situations when emotional blocks could have prevented or did prevent assertive behavior. 3. discuss how a person feels when emotional blocks consistently preveng assertive behavior.	Students are able to: 1. describe two emotional blocks to assertive behavior (i.e., fear of failure, fear of rejection, anxiety over being the center of attention, desire to have everyone like them, etc.). 2. provide two examples of situations when emotional blocks could have prevented or did prevent assertive behavior. 3. discuss two ways a person feels when emotional blocks consistently prevent assertive behavior (i.e., anxious, fearful, has little dignity or self-respect, guilt-laden, as if they are at the mercy of the world, etc.). * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request those emotional blocks they have that might prevent assertive behavior when safe and appropriate, etc.).
8th Grade	Students will describe non-assertive and aggressive behaviors and the problems produced by these behaviors.	Students are able to: 1. describe non-assertive behaviors.	Students are able to: 1. a) define non-assertive behavior as behavior that indicates a bottling up of emotions ranging from warmth to anger because of high levels of anxiety, guilt, or deficiencies in social skills; non-assertiveness does not result in self-respect.

Grade	Competency	Performance Indicators	Suggested Performance Levels
8th Grade	(continued)	1. (continued)	1. b) provide one example of non-assertive behavior.
		2. describe aggressive behavior.	2. a) define aggressive behavior as behavior aimed at getting needs met or expressing desires, feelings, or beliefs at the expense of someone else's safety, dignity, or self-respect. b) provide one example of aggressive behavior.
		3. describe problems produced by non-assertive and aggressive behaviors.	3. a) describe one problem caused by non-assertive behavior that could arise for themselves (i.e., loss of self-respect and dignity; reinforcement of fear, guilt, or anxiety; loss of a special object, time or a relationship; unfulfilled desires, etc.). b) describe one problem caused by non-assertive behavior that could arise for others involved in the situation (i.e., loss of respect for the non-assertive person, feelings that the non-assertive person does not care about risking anything or a relationship, etc.). c) describe one problem caused by aggressive behavior that could arise for themselves (i.e., loss of self-respect, loss of friendships, anxiety, reinforcement of fears, etc.). d) describe one problem caused by aggressive behavior that could arise for others involved in the situation (i.e., physical pain, loss of trust in aggressive person, loss of respect for aggressive person, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
8th Grade	(continued)		* demonstrate observable behaviors (i.e, demonstrate fewer occasions of aggressive or non-assertive behaviors; recognition responses of the problems caused by aggressive or non-assertive behaviors, etc.).
9th Grade	Students will analyze the four types of assertiveness styles.	Students are able to: 1. review the meanings of assertiveness, aggressiveness, and non-assertiveness.	Students are able to: 1. a) define assertiveness as expressing one's feelings, beliefs, or desires in such a way that enhances self-respect and dignity but does not interfere with others' safety or self-respect; We-focused behavior. b) define aggressiveness as getting needs met or expressing desires, feelings, or beliefs at the expense of someone else's dignity or self-respect; aggressiveness does not always result in the person respecting him/herself; ME-focused behavior. c) define non-assertiveness as bottling up emotions ranging from warmth to anger because of high levels of anxiety, guilt, or deficiencies in social skills; non-assertiveness does not result in respect for oneself; ALL YOU-focused behavior.
		2. analyze emphatic assertion.	2. include the following in their analysis: • emphatic assertion has two parts--conveying recognition of the other person's situation or feelings and expressing their own thoughts and observations • one example of a statement using emphatic assertion.

Grade	Competency	Performance Indicators	Suggested Performance Levels
9th Grade	(continued)	3. analyze confrontive assertion.	3. include the following in their analysis: • confrontive assertion is used when the other person's words contradict his/her deeds • confrontive assertion involves three parts--recalling what the other person said he/she would do, objectively describing what the other person actually did do, expressing what they would like to see happen or what they want • provide one example of confrontive assertion.
		4. analyze languate assertion.	4. include the following in their analysis: • language assertion involves four parts--describing their feelings, describing the other person's behavior in the situation, describing how the other person's behavior concretely affects them or their life, and describing what they would like or want. • provide one example of language assertion (i.e., I feel...when...because...I'd prefer...).
		5. analyze escalating assertion.	5. include the following in their analysis: • escalating assertion begins with a minimal assertive statement and effort; however, when the other person fails to respond, they escalate the assertion and become increasingly firm • provide one example of escalating assertion
			* demonstrate observable behaviors (i.e., demonstrate recognition and the growing ability to use the different types of assertiveness styles when safe and appropriate, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
10th Grade	Students will assess the needs they have in asserting themselves.	Students are able to:	Students are able to:
		1. identify situations in their lives where assertive behavior is needed.	1. a) identify one situation in their lives where assertive behavior is needed. b) describe some benefits of using assertive behavior in that situation (i.e., increased self-respect and dignity, desires or needs would be met, etc.).
		2. describe some emotional blocks they experience in asserting themselves.	2. describe at least one emotional block they experience in asserting themselves (i.e., fear of failure, fear of rejection, anxiety over being the center of attention, desires to have everyone like them, etc.).
		3. identify possible strategies for overcoming their emotional blocks.	3. identify two possible strategies for overcoming their emotional blocks (i.e., relaxation techniques, self-talk to refute irrational statements, choosing an appropriate assertiveness style and preparing beforehand the kinds of things they would like to say, guided imagery concerning responses to possible consequences of assertiveness, etc.).
			* demonstrate observable behaviors (i.e., demonstrate the ability to determine when assertive behavior would be acceptable, exhibit a growing ability in overcoming their emotional blocks concerning assertive behavior, etc.).

Objective: 3. Students will assertively and appropriately express themselves in their daily lives.

Grade	Competency	Performance Indicators	Suggested Performance Levels
11th Grade	Students will determine the losses and gains possible from using assertive behavior in various situations and decide if the risks and consequences warrant that system of behavior.	Students are able to: 1. describe a variety of possible situations in their lives where assertive behavior might be appropriate. 2. determine the losses and gains that might occur if assertive behavior were used in those situations. 3. imagine themselves in those situations and decide if the risks and possible consequences are acceptable.	Students are able to: 1. describe two possible situations where assertive behavior might be appropriate (i.e., situations that could happen presently or situations that could happen in the future). 2. a) determine possible losses that might come about during the situations described in #1 (i.e., rejection, anger others, etc.). b) determine possible gains that might occur during the situations described in #1 (i.e., self-esteem, respect from others, needs or desires would be met, etc.). 3. a) imagine themselves in the situations described in #1 and describe the risks and possible consequences. b) determine if the risks and possible consequences are acceptable or not to them. c) discuss why the risks and possible consequences are or are not acceptable. * demonstrate observable behaviors (i.e., demonstrate the ability to determine when it is "safe" for them to use assertive behavior, use assertive behavior when they feel it is appropriate in their lives, etc.).
12th Grade	Students will evaluate the effectiveness of their assertive behavior.	Students are able to: 1. describe situations where they have used assertive behavior and describe the type of assertive behavior they used.	Students are able to: 1. a) describe two situations where they have used assertive behavior. b) describe the style of assertive behavior they used in the situations described in #1 (i.e., emphatic assertion, confrontive assertion, language assertion, escalating assertion).

Grade	Competency	Performance Indicators	Suggested Performance Levels
12th Grade	(continued)	1. (continued)	1. c) describe the nonverbal expressions they used in the situations described in #1 (i.e., gestures, facial expressions, posture, eye contact, etc.). d) describe any relaxation techniques or preparation they used in the situations described in #1 (i.e., deep breathing, tension/relaxation, guided imagery, self-talk, etc.).
		2. evaluate the effectiveness of their assertive behavior.	2. a) using the situations described in #1 as examples, include the following in their evaluation: • whether or not the consequences were acceptable to them • the effects of the assertive behavior on themselves • the effects ot the assertive behavior on others • whether or not their needs or desires were met and self-respect increased by their behavior • whether or not others' safety, self-respect or dignity were interfered with b) discuss whehter or not they have any weak areas in their assertive behavior and indicate how these could be improved.
		3. predict how they might be able to use assertive behavior in their future life roles.	3. predict three possible situations when they might use assertive behavior in their future life roles (learner/assertive behavior with a professor concerning an exam answer, consumer/assertive behavior with a pushy salesperson, producer/assertive behavior with the employer concerning a raise, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
12th Grade	(continued)		* demonstrate observable behaviors (i.e., appropriately use assertive behavior whenever possible, refrain from aggressive or consistent non-assertive behavior, willingly try to strengthen any weak areas, etc.).

Content: IV. Gathering and Processing Information

Role(s): Individual, Learner, Citizen, Consumer, Producer

Goal: A. Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings and events.

Objective: 1. Students will be aware of life styles, life roles, settings, and events.

Grade	Competency	Performance Indicators	Suggested Performance Levels
Kindergarten	Students will describe their daily activities at home.	Students are able to: 1. describe chores or things they do to help at home. 2. describe things they do at home to have fun. 3. describe activities the family does each day together.	Students are able to: 1. describe one chore or thing they do to help at home. 2. describe two activities they do at home to have fun. 3. describe one activity the family does each day together.
1st Grade	Students will describe their daily activities at school.	Students are able to: 1. describe things they do to help themselves or others at school each day. 2. describe activities they enjoy at school. 3. describe activities at school that they do by themselves and those they do in a group.	Students are able to: 1. a) describe one thing they do to help themselves at school each day. b) describe one thing they do to help others at school each day. 2. describe two activities they enjoy at school. 3. a) describe one activity at school they do by themselves. b) describe one activity at school they do in a group.
2nd Grade	Students will describe necessary daily activities that are carried out by others.	Students are able to: 1. identify their needs.	Students are able to: 1. identify three basic needs (i.e., food, clothing, shelter, physical health, love, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
2nd Grade	(continued)	2. describe the necessary daily activities associated with their needs that are carried out by others.	2. describe two necessary daily activities carried out by others (i.e., parent cooks meals, parent buys or sews clothing, parent rents or buys shelter, etc.).
3rd Grade	Students will recognize that people have varying roles and will describe their own roles.	Students are able to:	Students are able to:
		1. describe what constitutes a role.	1. describe a role as a life-task or relationship, a part played in real life.
		2. describe their own roles.	2. describe three of their roles (i.e., son or daughter, grandchild, sister or brother, student, citizen, consumer, producer, etc.).
		3. identify persons of differing ages and describe their varying roles.	3. a) identify a preschool child and an adult b) describe their varying roles (i.e., son or daughter, sister or brother, ...worker, consumer, leisure participant, etc.).
4th Grade	Students will understand what important events affect the lives of self and others.	Students are able to:	Students are able to:
		1. describe what constitutes an important event.	1. describe an important event as something that happens that makes a difference or changes their lives.
		2. identify the important events in their lives.	2. identify three important events in their lives (i.e., being born, learning to walk, learning to talk, starting school, etc.).
		3. recognize that the number and variety of important events depends on how long a person has lived.	3. a) identify an older person. b) describe the important events in his/her life. c) discuss how the number and variety of events are greater than theirs because that person has lived longer.

Grade	Competency	Performance Indicators	Suggested Performance Levels
5th Grade	Students will recognize what a life style is and what influences their own life styles.	Students are able to:	Students are able to:
		1. describe what constitutes a life style.	1. describe life style as the distinctive way in which someone lives.
		2. describe a variety of life styles and the factors that influence those life styles.	2. a) describe two different life styles (i.e., life style oriented around education, life style oriented around money, life style oriented around happiness of self and others, etc., (examples should be concrete and specific). b) describe one factor for each example that influenced that life style (i.e., poverty, environment, parental influences, wealth, etc.).
		3. describe their own life styles and factors that influence those life styles.	3. a) describe their personal life style (i.e., life style centered around education, etc.). b) describe two factors that influence their personal life style (parental influence, legal influence, desire to know and understand, etc.).
Objective: 2.	Students will acknowledge the interactive effects of life styles, life roles, settings, and events in their lives.		
6th Grade	Students will analyze ways they have control over themselves and their life styles.	Students are able to:	Students are able to:
		1. explain how they have control over their roles, their environment, and the events in their lives.	1. a) explain one example each of how they control their leisure roles, consumer roles, producer roles, learner roles, and individual (physical and mental health) roles. b) explain one means in which they control their environment (not littering, cleaning own room, landscaping, etc.). c) explain one way that they control the events in their lives (i.e., deciding to take appropriate or desired risks, concerning relationships, education, jobs, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
6th Grade	(continued)	2. provide examples of how they have exerted control over themselves.	2. provide three examples of how they have exerted control over themselves (i.e., dieting, controlling anger, choosing one job over another, deciding to finish homework instead of watching television, etc.).
		3. analyze how they have influenced their life styles.	3. a) identify their family's life style. b) identify their life style; indicate if it is the same or different. c) include in their analysis two major goals and/or decisions that influence their life style (i.e., decision to finish high school, decision to be physically attractive, decision to make others happy, etc.). * demonstrate observable behaviors (i.e., demonstrate a growing recognition of their own life style and how they reinforce that life style, indicate by their actions if they desire to keep their present life style and why they feel the way they do, etc.).
7th Grade	Students will evaluate their feelings in a variety of settings.	Students are able to: 1. determine the meaning of setting.	Students are able to: 1. define the meaning of setting as an aspect of the environment or surroundings.
		2. provide examples of a variety of settings that they have experienced or are actually experiencing in their lives.	2. provide four examples of different settings (i.e., home, school, neighborhood, town, church, a job, a national park, etc.).
		3. evaluate their feelings in a variety of settings.	3. a) review the basic feelings: happiness, sadness, fear, surprise, anger, pride. b) evaluate their feelings in three different actual settings. * demonstrate observable behaviors (i.e., acknowledge through recognition responses or indicate upon request their feelings during experiences in the school environment, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
8th Grade	Students will predict their feelings in a variety of potential settings.	Students are able to: 1. provide examples of a variety of settings that might take place in the future. 2. predict their feelings in a variety of possible future settings.	Students are able to: 1. provide four examples of possible future setttings (i.e., job setting, a leisure setting, the hospital, a nursing home, a courtroom, etc.). 2. a) review the basic feelings: happiness, sadness, fear, surprise, anger, pride. b) predict their feelings in the four example settings described in #1. * demonstrate observable behaviors (i.e., project themselves into different possible settings or experiences and indicate what their feelings might be, etc.).
9th Grade	Students will analyze how life roles, settings, and events determine preferred life styles.	Students are able to: 1. explain the interrelationship of life roles, settings, and events to life styles. 2. compare those life roles, settings, and events they have control over with those they do not have control over.	Students are able to: 1. include in their explanation one example each of: • the influence roles have on life styles • the influence settings have on life styles • the influence important events have on life styles. 2. a) determine those roles, settings, and events they have control over (i.e., decisions concerning classes, relationships, health, etc.). b) determine those roles, settings, and events they have no control over (i.e., birth, brother/sister role, location of home, etc.). c) compare a and b and discuss that control increases as age and maturity increases.

Grade	Competency	Performance Indicators	Suggested Performance Levels
9th Grade	(continued)	3. analyze how life roles, settings, and events determine a preferred life style.	3. a) describe what they would consider a preferred life style. b) include in their analysis those roles, settings, and events they have control over that will lead to their preferred life style. * demonstrate observable behaviors (i.e., demonstrate an examination of their life styles, roles, settings, and events; indicate a beginning evaluation of their satisfaction with their life style and its contributing factors, etc.).
10th Grade	Students will compare how life styles differ depending on life roles, settings, and events.	Students are able to: 1 explain how life styles differ depending on what life roles, settings, and events persons have control over.	Students are able to: 1. include in their explanation: • one example each of roles, settings, and events persons have control over • how life styles can differ depending on the choices made concerning roles, settings, and events.
		2. explain how life styles differ depending on the life roles, settings, and events which persons have no control over.	2. include in their explanation: • one example each of roles, settings, and events that happen and persons have no control over • how life styles can differ depending on the roles, settings, and events that happen to them • how life styles can differ depending on the attitudes persons approach those roles, settings, and events they have no control over.
		3. compare how life styles differ depending on life roles, settings, and events (both those of choice and those they have no control over).	3. compare two opposite life styles on the basis of roles, settings, and events persons have control over; roles, settings, and events persons have no control over; and attitudes toward their roles, settings, and events.

Grade	Competency	Performance Indicators	Suggested Performance Levels
10th Grade	(continued)		* demonstrate observable behaviors (i.e., demonstrate indications of an increased evaluation of their life style; beginning attempts at changes, when possible, so life roles, settings, and events will be compatible with a preferred life style, etc.).

Objective: 3. Students will understand the interactive effects of life styles, life roles, settings, and events.

Grade	Competency	Performance Indicators	Suggested Performance Levels
11th Grade	Students will determine how life roles, settings, and events have influenced their present life styles.	Students are able to:	Students are able to:
		1. specify their present life style.	1. specify their present life style according to immediate and long-range goals that are important to them.
		2. describe the life roles, settings and events that they have control over and explain how these have influenced their present life styles.	2. a) describe four life roles, settings, and events they have had control over (i.e., work, leisure activities, buying habits, health habits, educational interests, etc.). b) explain how the above examples have influenced their present life style.
		3. describe the life roles, settings, and important events that they have had no control over and explain how these have influenced their present life styles.	3. a) describe four life roles, settings, and events they have had no control over (i.e., birth, poverty or wealth, illness, accidents, location of home, siblings, etc.). b) explain how the above examples have influenced their present life style.
			* demonstrate observable behaviors (i.e., demonstrate an evaluation of their present life style, exhibit recognition responses or indicate upon request reasons why they exhibit their present life style, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
12th Grade	Students will assess the interactive effects of life roles, settings, and events and how these lead to a preferred life style.	Students are able to:	Students are able to:
		1. describe what they consider a preferred life style.	1. a) describe what they consider a preferred life style. b) indicate if (and how) their preferred life style differs from their present life style.
		2. assess the interactive effects of life roles, settings, and events and their influence upon life styles.	2. a) assess the effects of life roles, both those that can and cannot be controlled, upon life styles. b) assess the effects of settings, both those that can and cannot be controlled, upon life styles. c) assess the effects of important events, both those that can and cannot be controlled, upon life styles.
		3. assess how the interactive effects of life roles, settings, and events can lead to a preferred life style for the future.	3. include in their assessment the following points: • the effects due to the ability to control life roles, settings, and events • the importance of setting intermediate and long-range goals • the importance of flexible planning • the importance of attitude concerning those life roles, settings, and events that cannot be controlled.
			* demonstrate observable behaviors (i.e., evaluate their present life style; change roles, settings, events, goals to be more compatible with either their present or a preferred life style, etc.).

Content: IV. Gathering and Processing Information

Role(s): Individual, Learner, Citizen, Consumer, Producer

Goal: B. Students will develop and incorporate the ability to compile and integrate information for use in their lives.

Objective: 1. Students will be aware of the availability of information and how it is compiled and integrated.

Grade	Competency	Performance Indicators	Suggested Performance Levels
Kindergarten	Students will describe those things they learn at home.	Students are able to: 1. describe some things they do at home. 2. discuss where they learned to do those things and who taught those things to them. 3. describe some activities or ideas they learned at home.	Students are able to: 1. describe two things they do at home (i.e., set the table, make their bed, pick up their toys, brush their teeth, etc.). 2. a) discuss where they learned to do those things described in #1. b) discuss who taught them to do those things described in #1. 3. describe one activity or idea they learned at home (i.e., to say "thank you," how to throw a ball, to be nice to others, etc.).
1st Grade	Students will describe those things they learn at school.	Students are able to: 1. describe what constitutes learning. 2. discuss how they learn at school. 3. identify those things they have learned so far at school.	Students are able to: 1. describe learning as knowing or understanding something you never knew or understood before; gaining knowledge or skill. 2. discuss two ways they learn at school (i.e., group or individually, at seat work, at play, through pictures or stories, by watching how someone acts, by doing for themselves, etc.). 3. identify two things they have learned so far at school (i.e., how to read, how to play with others, taking turns when talking, addition and subtraction, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
2nd Grade	Students will relate learning experiences at school to situations in the home.	Students are able to: 1. identify their family members and some of the home activites each member does. 2. identify home activities they engage in which use school academic or social experiences. 3. identify home activites an adult family member engages in which use school academic or social experiences.	Students are able to: 1. a) identify their family members b) identify two home activities that each family member does. 2. identify three home activities they engage in and the school experinecies that relate to it. 3. a) identify one adult family member. b) identify three home activites that family member engages in and the school experiences that relate to it.
3rd Grade	Students will describe those things they learn in the community as citizens and consumers.	Students are able to: 1. describe some of their activities in the community. 2. describe some things they have learned from their community activities. 3. describe some things they have learned from their consumer activities.	Students are able to: 1. describe three things they do or organizations they belong to in the community (i.e., shop at the stores, play in the park, go to church, go to Girl or Boy Scouts, etc.). 2. describe one thing they have learned from their community activities (i.e., how to get around in their community, how to help their community, who makes up their community, who takes care of their community, etc.). 3. a) describe one example of where they shop and things they buy. b) describe one thing they have learned from their consumer activities (i.e., how to plan what they want to buy, how to find products they plan to buy, how to ask a salesperson for help, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
4th Grade	Students will describe how workers learn from their jobs.	Students are able to:	Students are able to:
		1. describe a variety of jobs and the amount of educational preparation those jobs require.	1. a) describe two jobs they might be interested in. b) describe the educational preparation the jobs described in #1a require.
		2. describe how workers learn about dealing with people from their jobs.	2. describe two ways workers learn about dealing with people from their jobs (i.e., getting along with fellow workers, learning to operate in an employer-employee relationship, ability to communicate ideas or desires to fellow workers effectively, etc.).
		3. describe how workers learn more about themselves from their jobs.	3. describe one way workers learn more about themselves from their jobs (i.e., understanding their work limits, their ability to continue learning on the job, their ability to improve their job skills with practice, etc.).
5th Grade	Students will explore the various ways information is compiled so people can use it.	Students are able to:	Students are able to:
		1. provide examples of times when they have needed information.	1. provide two examples of times when they have needed additional information (i.e., information for a school project, information to accomplish a leisure activity, information regarding a phone number, etc.).
		2. describe a variety of sources of information.	2. describe three sources of information (i.e., dictionary, library, phone book, other people, museums, etc.).
		3. describe how these sources compile their information so other people can use it.	3. describe how the sources identified in #2 compile their information so other people can use it (i.e., library: card files organized according to subject matter and the decimal system; phone book: alphabetically organized and the yellow pages are organized according to subject-matter; other persons: memory card files, personal library, etc.; museums: exhibits organized according to subject matter, regional location, or time periods; etc.).

Objective: 2. Students will demonstrate the development of skills in compiling and integrating information for use in their lives.

Grade	Competency	Performance Indicators	Suggested Performance Levels
6th Grade	Students will analyze their own skills in compiling and integrating information.	Students are able to: 1. describe the skills that are involved in compiling and ingegrating information.	Students are able to: 1. describe four of the following example skills used in compiling and integrating information: • listening • reading • writing • understanding alphabetical order • understanding the decimal system • remembering • outlining and organizing resources
		2. provide examples of situations when they compiled and integrated new information.	2. provide two examples of situations when they have compiled and integrated new information (i.e., researching and finishing a school project, learning and accomplishing a leisure activity, meeting and becoming acquainted with new people, etc.).
		3. analyze their own skills in compiling and integrating information.	3. include the following in their analysis: • those skills that they use in compiling and integrating information that work well for them • those skills they use that need improvement • those skills that they need to learn and practice (use the examples from #1 as a comparative reference). * demonstrate observable behaviors (i.e., demonstrate the growing ability to use the following skills as a means of compiling and integrating information: listening, reading, taking notes-writing, understanding alphabetical order, understanding the library decimal system, remembering, outlining and organizing resources, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
7th Grade	Students will relate their learning at school to their leisure activities.	Students are able to:	Students are able to:
		1. describe what comprises leisure.	1. describe leisure as a time for recreation and relaxation; freedom from work.
		2. identify their own leisure activities.	2. identify two of their own leisure activities.
		3. relate school academic and social experiences to their performance of leisure activities.	3. relate school experiences (both in and out of the classroom) to the leisure activities identified in #2 (i.e., P.E. class/playing basketball; reading/reading magazines; math/bowling, etc.).
			* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request how school experiences relate to their leisure activities; etc.).
8th Grade	Students will relate their learning at school to their activities in the community as citizens and consumers.	Students are able to:	Students are able to:
		1. describe what it means to be a citizen and a consumer.	1. a) define a citizen as someone who gives loyalty to a town, state, or country and is under the protection of its laws. b) define a consumer as someone who uses or buys things.
		2. identify some of their activities in the community.	2. a) identify one of their activities as a citizen in their community (i.e., community organizations, religious organizations, etc.) b) identify two of their consumer activities (i.e., where they buy things, what things they buy, etc.).
		3. relate school academic and social experiences to their activities in the community as citizens and consumers.	3. relate school experiences (both in and out of the classroom) to their activities as citizens and consumers that were identified in #2 (i.e., classroom studies of citizenship/practice of citizen rights and responsibilities; extra-curricular activites/learning to get along with others; math/making change; reading/reading labels or instructions; communication skills/communicating with salespersons, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
8th Grade	(continued)		* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request how school experiences relate to their community and consumer activities, etc.).
9th Grade	Students will relate their learning and study skills to their work activities.	Students are able to: 1. describe basic learning and study skills and analyze the parts that comprise each one.	Students are able to: 1. a) describe five basic learning and study skills: reading, writing, listening, attentiveness, and the ability to question. b) include in their analysis at least one factor for each study skill: • reading-vocabulary, comprehension, etc. • writing-neatness, concise expression of thoughts, etc. • listening-listening for content, listening to remember, etc. • attentiveness-interest in subject and/or person, respect, etc. • ability to question-speaking skills, appropriate timing, effort to understand subject matter, etc.
		2. analyze how those learning and study skills relate to skills needed in their work activities.	2. include at least three relationships in their analysis (i.e., reading/reading directions for their work; writing/neatness in work; listening/getting along with others; attentiveness/attending until a task is finished; ability to question/understanding all aspects of their work, etc.). * demonstrate observable behaviors (i.e., exhibit a growing competence in their ability to utilize basic learning and study skills, demonstrate recognition responses or indicate upon request how their learning and study skills relate to their work activities, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
10th Grade	Students will predict how they will use knowledge from school in future life and work experiences.	Students are able to: 1. provide examples of experiences they might encounter in the future as a family member, citizen, and consumer.	Students are able to: 1. a) provide one example of an experience they may encounter in the future as a family member (i.e., becoming a spouse, parent, etc.). b) provide one example of an experience they may encounter in the future as a citizen (i.e., voter, politician, etc.). c) provide one example of an experience they may encounter in the future as a consumer (i.e., buying for a family, buyer for a company, etc.).
		2. provide examples of work experiences they might encounter in the future.	2. provide one example of a work experience they may encounter in the future.
		3. predict how they might use knowledge from school in their examples of future life and work experiences.	3. a) correlate two specific classroom subjects to the four examples given in #1 and #2. • family member-math/cooking; reading/directions, etc. • citizen-reading/voting; speech/speaking to groups, etc. • consumer-math/counting change; reading/comparison buying; etc. • work experinece-math, reading/farmer; reading, psychology/teacher; writing, reading/author; etc. b) identify two extracurricular school activities that influence one or more of their roles (i.e., participation in team sports, school organizations, dances and social activities, etc.).
			* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request how knowledge from school might be useful in future life and work experiences, shows through attitude and actions that school experiences are generally valued, etc.).

Objective: 3. Students will compile and integrate information for use in their lives.

11th Grade	Students will discuss how the compiling and integrating of information occurs throughout life.	Students are able to:	Students are able to:
		1. discuss how they compiled and integrated information in the past.	1. a) discuss how infants compile and integrate information b) discuss how pre-schoolers compile and integrate information c) discuss how elementary school students compile and integrate information d) discuss how junior high students compile and integrate information.
		2. discuss situations where they presently compile and integrate information.	2. discuss three situations where they presently compile and integrate information (i.e., class project, research paper, leisure reading, preparation for a summer job, etc.).
		3. predict situations where they might need to compile and integrate information in the future.	3. predict two situations where they might need to compile and integrate information in the future (i.e., choosing and succeeding in further education or in a career, developing new personal interests, learning how to relate to new family members, etc.).
		4. discuss ways skills in compiling and integrating information can be improved in the future.	4. discuss two ways skills in compiling and integrating information can be improved in the future (i.e., further education, on-the-job training, interest groups and activities, etc.).
			* demonstrate observable behaviors (i.e., effectively utilize skills that enable them to compile and integrate information, demonstrate by action or attitudes that they value the skills used in compiling and integrating information as useful for the future, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
12th Grade	Students will evaluate their methods of compiling and integrating information and explore future methods of compiling information.	Students are able to: 1. review methods and the skills involved in compiling and integrating information.	Students are able to: 1. a) describe five methods of compiling information (i.e., dictionary, reference books, library, phone book, museums, other people, computers, video-tape recorders, etc.). b) describe five skills involved in compiling and integrating information (i.e., listening, reading, writing, understanding alphabetical order, understanding the decimal system, outlining and organizing resources, remembering, etc.).
		2. evaluate their methods of compiling and integrating information.	2. include in their evaluation: • those methods and skills they use in compiling and integrating information • those methods and skills they consider effective in compiling and integrating information • those methods and skills they used to learn or to improve • suggestions on how they can improve their ability to compile and integrate information.
		3. predict future methods of compiling information.	3. predict and discuss one method of compiling information that might be used in the distant future (i.e., home computers, telephone tie-in connections to a library computer, etc.). * demonstrate observable behaviors (i.e., effectively utilize skills that enable them to compile and integrate information, attempt to strengthen any weak areas in their ability to compile and integrate information, receptive attitude to new ways of compiling and integrating information, etc.).

Content: IV. Gathering and Processing Information

Role(s): Individual, Learner, Citizen, Consumer, Producer

Goal: C. Students will develop and incorporate an understanding of stereotypes and the effects of information on stereotypes.

Objective: 1. Students will be aware of stereotypes and some of their effects.

Grade	Competency	Performance Indicators	Suggested Performance Levels
Kindergarten	Students will mentally project adults into work-activities other than those they do presently.	Students are able to: 1. identify some adults they know. 2. describe the kinds of work activities those adults perform. 3. imagine and describe those adults doing a completely different work activity.	Students are able to: 1. identify two adults they know. 2. describe one work activity for each adult identified in #1. 3. a) imagine the adults in #1 doing one completely different work activity (i.e., the teacher being a plumber, mother being a zookeeper, etc.). b) describe the work activities they are imagining the adults doing.
1st Grade	Students will distinguish which activities in their environment are done by certain people.	Students are able to: 1. identify various activities in their environment. 2. identify who does those activities. 3. describe any noticeable characteristics and correlations of the persons doing the activities.	Students are able to: 1. identify two activities in their environment (i.e., teacher, garbage collector, electrical engineer, veterinarian, etc.). 2. identify who does the three work activities described in #1. 3. describe any characteristics or correlations of the persons identified in #2 (i.e., most teachers are women, most football players are very big, jockeys are usually short in height, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
2nd Grade	Students will define the meaning of stereotypes.	Students are able to: 1. define the meaning of stereotype. 2. provide examples of different stereotypes.	Students are able to: 1. define stereotype as the belief that a certain group possesses common qualities or characteristics. 2. provide one example of a stereotype (i.e., race prejudice, women should do housework, old people are scary, etc.).
3rd Grade	Students will describe stereotypes that correspond to certain jobs.	Students are able to: 1. describe a variety of jobs. 2. list the stereotypes that may correspond to those jobs.	Students are able to: 1. describe three different jobs (i.e., teacher, banker, football player, farmer, etc.). 2. a) review the meaning of stereotype (belief that a certain group possesses common qualities or characteristics) b) list one stereotype that may be associated with the workers or work fields described in #1.
4th Grade	Students will describe a variety of stereotypes and indicate ways that stereotypes affect them.	Students are able to: 1. describe a variety of stereotypes. 2. describe how stereotypes affect their lives.	Students are able to: 1. a) review the meaning of stereotype (belief that a certain group possess common qualities or characteristics). b) describe three stereotypes (i.e., race, prejudice, all women are weak, all athletes are dumb, all teenagers are bad drivers, etc.). 2. describe two ways stereotypes affect their lives (i.e., their attitudes toward others and others' attitudes toward them).

Grade	Competency	Performance Indicators	Suggested Performance Levels
5th Grade	Students will indicate reasons why stereotypes are attached to jobs and groups.	Students are able to:	Students are able to:
		1. identify stereotypes that are attached to jobs.	1. identify two stereotypes that are attached to jobs (nurses are women, jockeys are short, janitors are men, basketball players are tall, etc.).
		2. identify stereotypes that are attached to groups of people.	2. identify two stereotypes that are attached to groups of people (i.e., men are strong, teenagers are bad drivers, senior citizens are scary, etc.).
		3. identify why those stereotypes are attached to certain jobs and groups.	3. identify one possible reason for each stereotype's existence, using the examples from #1 and #2 (i.e., all football players are men/a man's physical build is usually better suited for blocking and tackling; jockeys have to be short/short stature puts less weight on the horse and offers less wind resistence, etc.).
Objective:	2. Students will demonstrate a growing understanding of stereotypes and the effects of information on stereotypes.		
6th Grade	Students will evaluate the ways certain groups (men, women, minorities, etc.) are stereotyped.	Students are able to:	Students are able to:
		1. provide examples of groups with common characteristics.	1. provide two examples of groups with common characteristics based on such things as sex, physical appearances or abilities, race, religion, age, etc.
		2. evaluate the ways that these groups are stereotyped.	2. using the examples in #1, include in their evaluation: • the prevalence of the stereotype • the accuracy of the stereotype • if these stereotypes receive support within and/or outside of the group.
		3. discuss how these stereotypes may have been started.	3. using the examples from #1, discuss the possible beginning basis for these stereotypes.

Grade	Competency	Performance Indicators	Suggested Performance Levels
6th Grade	(continued)		* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request what groups in society tend to be stereotyped, etc.).
7th Grade	Students will analyze the effects information can have on stereotypes.	Students are able to: 1. describe how stereotypes are transferred from one person to another. 2. explain how information can effect existing stereotypes. 3. describe the benefits of transfering information rather than transfering stereotypes.	Students are able to: 1. describe two ways stereotypes are transferred from one person to another (i.e., parental influence, mass media, sharing ideas and experiences with a friend, etc.). 2. a) include in their explanation one example of how information can confirm their stereotypes (i.e., reading statistical proof, repetitive experience, etc.). b) include in their explanation one example of how information can change or eliminate their stereotypes (i.e., reading contradictory statistics, exposure to accurate job information, repetitive experience opposing their stereotype, etc.). 3. describe two benefits of transfering information (i.e., information can be substantiated, information does not limit choices like stereotypes do, information is more accurate and is based on fact, etc.). * demonstrate observable behaviors (i.e., exhibit a growing attitude of desiring accurate information when confronted with a generalization or stereotype, tends to transfer accurate information about others instead of transfering any inaccurate stereotypes, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
8th Grade	Students will describe occupations that have stereotypes existing for them and will analyze how those stereotypes are reinforced.	Students are able to:	Students are able to:
		1. provide examples of occupations that have stereotypes existing for them.	1. provide two examples of occupations that have stereotypes existing for them.
		2. analyze how those stereotypes are reinforced within the occupation field itself.	2. using the examples in #1, include in the analysis: • how the stereotypes are reinforced through job demands • how the stereotypes are reinforced through the employers • how the stereotypes are reinforced through the employees.
		3. analyze how those stereotypes are reinforced outside of the occupation field	3. using the examples from #1, include in the analysis: • how the stereotypes are reinforced directly or indirectly by the public • how the stereotypes are reinforced through mass media.
			* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request those occupations which appear to have related stereotypes, etc.).
9th Grade	Students will analyze stereotypes that exist for them and how those stereotypes limit their choices.	Students are able to:	Students are able to:
		1. provide examples of stereotypes that exist for them.	1. provide one example of a stereotype that exists for them.
		2. analyze if their existence in those stereotypes can or may change.	2. using the example in #1, determine if their characteristic that is being stereotyped can change (i.e., race cannot be changed, overweight can sometimes be changed, etc.).
		3. explain how those stereotypes limit their choices.	3. include in their explanation one example each of how this stereotype limited their choices in the past, limits their present choices, and may limit their choices in the future.

Grade	Competency	Performance Indicators	Suggested Performance Levels
9th Grade	(continued)		* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request the stereotypes that exist for them; indicate whether they contribute to stereotypes, etc.).
10th Grade	Students will analyze stereotypes held by others and how those stereotypes can limit choices.	Students are able to: 1. provide examples of stereotypes held by others. 2. explain how those stereotypes limit the choices of the person believing the stereotype. 3. explain how those stereotypes limit the choices of the person being stereotyped.	Students are able to: 1. a) provide two examples of stereotypes held by others b) provide one example of a stereotype that is changing or that they feel needs to change. 2. explain two ways persons believing the stereotypes are limited (i.e., limits their personal resources, limits new areas of knowledge in their lives, etc.). 3. explain two ways stereotypes limit the choices of the persons being stereotyped (i.e., limits job opportunities, limits enrichment of new friends or activities, etc.). * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request an explanation of how stereotypes limit choices, etc.).

Objective: 3. Students will understand stereotypes in their lives and environment and the effects of information on those stereotypes.

11th Grade	Students will evaluate the effects additional experience and information have had on those stereotypes in their lives.	Students are able to: 1. provide examples of situations when they have been exposed to information or had direct experience which has related to their stereotypes.	Students are able to: 1. a) provide one example of a situation when they were exposed to information and specify the stereotype it was related to. b) provide one example of a situation when they had direct experience and specify the stereotype it was related to.

Grade	Competency	Performance Indicators	Suggested Performance Levels
11th Grade	(continued)	2. discuss how the additional information or experience affected their stereotypes. 3. discuss how they have applied the additional information or experience to their lives.	2. using the examples from #1, discuss whether their stereotypes were strengthened or weakened by the additional information and experiences. 3. include the following in their discussion: • whether or not they have relayed the information and experiences to others • how the effects of the information and experience have further limited or have expanded their chioces and opinions. * demonstrate observable behaviors (i.e., desires accurate information when confronted with a generalization or stereotype, transfers accurate information about others instead of transferring any inaccurate stereotypes, etc.).
12th Grade	Students will evaluate their stereotypes and explain those they have changed.	Students are able to: 1. provide examples of their past and present stereotypes. 2. evaluate why these stereotypes did or do exist. 3. explain those stereotypes they have changed.	Students are able to: 1. provide two examples of past or present stereotypes. 2. include in their evaluation: • the influence of experiences • parental influence • peer influence • the influence of society • any other influences that were important to them. 3. a) explain which stereotypes they have changed b) describe why that change came about. * demonstrate observable behaviors (i.e., demonstrate recognition responses of their present and past stereotypes, seek additional accurate information or experiences to support or change their point of view, be willing to change inaccurate stereotypes, etc.).

Content: V. Rights and Responsibilities

Role(s): Individual

Goal: A. Students will develop and incorporate an understanding of the rights and responsibilities of family members.

Objective: 1. Students will be aware of families and that family members have rights and responsibilities.

Grade	Competencies	Performance Indicators	Suggested Performance Levels
Kindergarten	Students will describe what makes up a family.	Students are able to: 1. describe who makes up their family. 2. discuss the differences in the families of the students in their classroom. 3. discuss the common characteristics of families.	Students are able to: 1. describe who makes up their family (i.e., parent(s), or guardian(s), sibling(s), if any). 2. discuss the differences in the families of the students in their classroom: parents or guardians, number of parents or guardians, number of siblings, etc. 3. discuss the following common characteristics of families: • a family is a group of people who care about each other • every family has at least one adult and one other person (either adult or child).
1st Grade	Students will recognize that there are families around the world.	Students are able to: 1. recognize the names of some countries. 2. recognize that there are families living in these countries. 3. discuss how families in other countries are similar to their family.	Students are able to: 1. recognize the names of two other countries. 2. recognize that there are families living in the countries described in #1. 3. discuss two ways families in other countries are similar to their family (i.e., group of persons who care about each other, at least one adult and one other person, number of parents or guardians, number of children, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
2nd Grade	Students will understand that all family members contribute toward family life.	Students are able to:	Students are able to:
		1. describe ways they contribute toward family life.	1. describe two ways they contribute toward family life (i.e., chores, helping other family members who need them, sharing with siblings, etc.).
		2. describe ways other family members contribute toward family life.	2. a) describe two ways their parents or guardians contribute toward family life (i.e., cooking, cleaning, laundry, working for money to pay the bills, etc.) b) describe one way siblings (if there are any) contribute toward family life (i.e., chores, helping other family members, sharing, etc.).
		3. discuss the benefits of all family members contributing toward a satisfactory family life.	3. discuss one benefit of all family members contributing toward a satisfactory family life (i.e., jobs to be done are accomplished faster, all members gain a sense of worthwhileness, contributing allows a member some control over family life, etc.).
3rd Grade	Students will recognize that there are different kinds of families.	Students are able to:	Students are able to:
		1. describe the meaning of immediate family.	1. a) define immediate family as those persons they live with (i.e., parents, guardians, siblings, etc.). b) identify their own immediate family.
		2. describe the meaning of extended family.	2. a) define extended family as those relatives that are not directly a part of their immediate family b) identify at least one extended family member (i.e., grandparent, aunt, uncle, cousin, etc.).
		3. describe some differences in families.	3. describe three differences that can occur in families (i.e., number of parents, number of children, families where the children are adopted, families where the children have foster parents, extended family members with the immediate family, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
4th Grade	Students will recognize that both parents and children have responsibilities.	Students are able to: 1. describe some responsibilities which children have.	Students are able to: 1. a) describe two responsibilities which children have (i.e., demonstrating respect toward parents; chores such as feeding pets, setting the table, cleaning their room...; cooperate with family members in working toward a satisfactory family life, etc.). b) recognize that responsibilities will vary within each family.
		2. describe some responsibilities which parents have.	2. a) describe three responsibilities which parents have (i.e., provide food, clothing, shelter, a place to sleep, physical and medical care, emotional support, respect, and educational opportunities, etc.). * Reference for concept clarification: Legal authorization concerning child abuse and neglect--Georgia Code 74-111 (1977), 32-2111 (1945), 32-1009 (1919). b) recognize that different families view responsibilities differently.
		3. discuss how the meeting of responsibilities of both parents and children contributes toward a satisfactory family life.	3. include the following points in their discussion: • when family members meet their responsibilities they convey the message that they value the other members • family members who meet their responsibilities contribute toward other members being able to meet their responsibilities (this effect is more pronounced with parents upon children rather than vice-versa) • family responsibilities are directly related to family rights.

Grade	Competency	Performance Indicators	Suggested Performance Levels
5th Grade	Students will recognize that both parents and children have rights as well as responsibilities.	Students are able to:	Students are able to:
		1. review the responsibilities of both parents and children.	1. review two responsibilities of children and three responsibilities of parents (see examples under 4th grade).
		2. describe some rights which children have.	2. a) describe three rights which children have (i.e., food, clothing, shelter, a place to sleep, physical and medical care, education, emotional support, respect, protection under the law, etc.). * Reference for concept clarification: Legal authorization concerning child abuse and neglect--Georgie Coce 74-111 (1977), 32-2111 (1945), 32-1009 (1919). b) recognize that different families will view rights differently.
		3. describe some rights which parents have.	3. a) describe two rights which parents have (i.e., protection under the law, to make decisions in their own home, respect, buy and sell or rent a home, etc.). b) recognize that parental rights will be viewed differently in different families.
		4. discuss how respect for the rights of parents and children contributes toward a satisfactory family life.	4. include three of the following points in their discussion: • when physical and health rights are met, then family tasks can be accomplished satisfactorily • when emotional and mental health rights are met, then family members feel worthwhile and confident about accomplishing family tasks • when educational rights are met, then family members mature and are better able to accomplish family tasks • family members whose rights are being respected and met are better able to care for and work with those around them.

Grade	Competency	Performance Indicators	Suggested Performance Levels
6th Grade	Students will describe the legal rights and responsibilities of family members.	Students are able to: 1. describe laws which relate to the rights and responsibilities of family members.	Students are able to: 1. a) describe the law relating to child abuse and neglect (Georgia Code 74-111, 1977). b) describe the law relating to child labor c) describe the law relating to compulsary education. d) describe how all family members are citizens entitled to protection under the law.
		2. describe some possible consequences when legal responsibilities are not met.	2. describe three possible consequences when legal responsibilities are not met (i.e., welfare of the child is the first consideration: family therapy, placement in a foster home, group sessions, imprisonment if necessary, etc.).
		3. describe some consequences when legal responsibilities are met.	3. describe two possible consequences when legal responsibilities are met(i.e., family members tend to feel more worthwhile and confident, family tasks can be accomplished in a more productive manner, family members are better able to care for and work with those around them, etc.).

Objective: 2. Students will demonstrate a growing understanding of the rights and responsibilities of family members and the interrelationships of those rights and responsibilities.

7th Grade	Students will describe the importance and benefits of understanding their family rights and responsibilities.	Students are able to: 1. discuss the importance of understanding their family rights and responsibilities.	Students are able to: 1. a) discuss how different families place differing emphasis on rights and responsibilities. b) discuss that it is important to understand their family rights and responsibilities so that they will know what is expected of them and what to expect from other family members.

Grade	Competency	Performance Indicators	Suggested Performance Levels
7th Grade	(continued)	2. discuss the benefits of understanding their family rights and responsibilities.	2. discuss two benefits of understanding their family rights and responsibilities (i.e., family members have the security of knowing what others expect of them, family members can have empathy for others who are trying to fulfill responsibilities, family members know what to contribute to have a satisfactory family life, family members are able to communicate more effectively to other members when rights are not being met, etc.).
		3. describe how understanding their family rights and responsibilities has affected their lives.	3. describe two ways in which understanding their rights and responsibilities has affected their lives (i.e., by knowing what is expected of them, they have increased their responsibilities and thus increased their rights; more effective communication between family members; more understanding for what other members are trying to do; etc.).
			* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request the benefits of understanding family rights and responsibilities, etc.).
8th Grade	Students will compare and contrast the responsiblities of all family members.	Students are able to: 1. review the responsibilities of all family members.	Students are able to: 1. a) review the meaning of family: immediate family is comprised of those person they live with (i.e., parent, guardian, siblings, grandparent, cousin, etc.); extended family is comprised of those relatives that are not directly a part of their immediate family. b) describe four of their family responsibilities (i.e., demonstrating respect toward parents; contributing toward a satisfactory family life by doing such chores as making beds, taking out trash, mowing lawn, feeding pets, baby sitting... treat all family members as equal in worth and dignity, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
8th Grade	(continued)	2. discuss the differences between family members' responsibilities.	2. discuss the following difference between family members' responsibilities: • parents have a greater number and more complicated family responsibilities due to their increased physical, mental, emotional maturity • parents' responsibilities for their family are specified by law • parents are responsible for the existence of the family and maintaining a satisfactory life while children's responsibilities deal more with helping family life and routine to run smoothly.
		3. discuss the similarities between family members' responsibilities.	3. discuss the following similarities between family members' responsibilities: • both parents and children have the responsibility to treat family members with respect • both parents and children have the responsibility to treat family members as equal in worth and dignity • both parents and children have the responsibility of contributing to creating and maintaining a satisfactory family life (i.e., through providing for necessities, doing chores, cooperating with each other, etc.).
			* demonstrate observable behaviors (i.e., demonstrate interest in learning more about the family, demonstrates recognition responses or indicates upon request that all families are different and that all family members have certain responsibilities, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
9th Grade	Students will compare and contrast the rights of all family members.	Students are able to: 1. review the rights of all family members.	Students are able to: 1. a) describe five rights of children (i.e., food, shelter, clothing, a place to sleep, physical and medical care, education, emotional support, protection under the law, respect, to be treated equally in worth and dignity, etc.). * Reference for concept clarification: Legal authorization concerning child abuse and neglect--Georgia Code 74-111 (1977), 32-2111 (1945), 32-1009 (1919). b) describe three rights of parents (i.e., to be treated with worth, dignity, and respect; protection under the law; to make decisions in their own homes; buy and sell or rent a home; etc.).
		2. discuss how the rights of each family member is different from those of other family members.	2. discuss the following differences between family members' rights: • there are more laws which specify a rights and parent's responsibilities because children are not yet physically, mentally, and emotionally mature enough to completely take charge of their own lives • parents have different types of freedoms allowed by law because of their older age (i.e., drive a car, buy and sell or rent a home, etc.) • parents' directions and decisions should have more influence than children's directions and decisions (excluding cases of abuse).

Grade	Competency	Performance Indicators	Suggested Performance Levels
9th Grade	(continued)	3. discuss how the rights of each family member is similar to the rights of other family members.	3. discuss the following similarities between family members' rights: • both parents and children have the right to be respected • both parents and children have the right to be treated equal in worth and dignity • both parents and children have the right to protection under the law • both parents and children are entitled to having their rights met--only to the extent that they do not infringe on anyone else's rights. * demonstrate observable behaviors (i.e., demonstrate interest in learning more about the family, demonstrate recognition responses or indicates upon request that all families are different and that all family members have certain rights, etc.).
10th Grade	Students will describe the interrelationship between family rights and family responsibilities.	Students are able to:	Students are able to:
		1. provide examples of family rights and responsibilities.	1. a) provide two examples of children's family rights b) provide two examples of children's family responsibilities c) provide two examples of parent rights d) provide two examples of parent responsibilities e) indicate that different families place different emphasis on rights and responsibilities
		2. explain the relationship that exists between family and family responsibilities.	2. include the following in their explanation: • the family rights of children are directly related to the family responsibilities of parents • as children mature they will be given more responsibilities in contributing toward a satisfactory family life

Grade	Competency	Performance Indicators	Suggested Performance Levels
10th Grade	(continued)	2. (continued)	• as children demonstrate their ability to accept and carry out responsibilities, they will be granted more privileges within the family • parents and children who refuse to carry out their responsibilities may have to give up some of their rights or privileges.
		3. describe specific family rights that correlate with specific family responsibilities.	3. describe three specific family rights that correlate with specific family responsibilities (i.e., parents' right to respect/children's responsibility to show respect; children's right to food/parents' responsibility to provide food; children's right to an education/parents' responsibility to see that child attends school and child's responsibility to attend school and to be attentive; children's right to physical care/parents' responsibility to encourage growth, provide adequate medical treatment, and not to abuse their child; etc.). * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request the interrelationship between family rights and responsibilities, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
11th Grade	Students will describe the results when responsibilities are not met by parents and children.	Students are able to: 1. describe a possible situation and the results when a child fails to meet a responsibility.	Students are able to: 1. a) describe on situation when they failed to meet a responsibility (i.e., did not do a chore, showed disrespect to parent, showed negative behavior toward a sibling, etc.) b) describe the results for themselves when they failed to meet that responsibility (i.e., lost a privilege, felt guilty, lost the trust of a family member, etc.). c) describe the results for the family member(s) when they failed to meet the responsibility (i.e., family member felt they were of less value, family member lost a degree of trust in them, family member's rights were infringed upon, family life did not run smoothly, etc.).
		2. discuss what could happen if parents did not meet their responsibilities.	2. a) discuss what could happen if parents occasionally did not meet their responsibilities (i.e., parent could feel guilty, would lose some of the trust of other family members, would make other family members feel of less value, would cause family life not to run smoothly, would infringe on other members' rights, etc.). b) discuss what could happen if parents consistently did not meet their responsibilities; include the following in their discussion: • a summary of the law concerning child abuse and neglect • an acknowledgement that the majority of abusive or neglectful parents were abused and neglected when they were children

Grade	Competency	Performance Indicators	Suggested Performance Levels
11th Grade	(continued)	2. (continued)	2. b) (continued) • examples of a hotline number, persons, or agencies that they can contact if they are aware of a case of child abuse or neglect • examples of what kind of help is given to families having this problem (i.e., family therapy, foster home care, etc.).
		3. analyze why it is important for both parents and children to meet their family responsibilities.	3. include four of the following points in their analysis: • family members gain a sense of worthwhileness • family members gain a sense of belonging and security • family members have their physical needs met • family members are allowed control, in varying degrees, over family life • jobs to be done within the family are accomplished faster and smoother because of a sense of cooperation.
		4. privately examine times when they have and have not met their responsibilities in their families.	4. a) examine two times when they have met family responsibilities and the results of meeting those responsibilities b) examine one time when they did not meet a family responsibility and the results of not meeting that responsibility. * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request reasons why persons should attempt to meet their family responsibilities and the results of those responsibilities are not met, etc.).

Objective: 3. Students will understand and exemplify the rights and responsibilities of family members.

Grade	Competency	Performance Indicators	Suggested Performance Levels
12th Grade	Students will examine their own taking of responsibility within the family and its effects on self and others.	Students are able to: 1. describe how they take responsibility within their family and how it affects themselves and others.	Students are able to: 1. a) describe ways they take responsibility within their family (i.e., showing respect, treating family members as equal in worth and dignity, performing chores that contribute toward family life, etc.) b) describe how their taking of responsibility within their family affects them c) describe how their taking of responsibility within their family affects other family members.
		2. examine those times when they avoid taking responsibility and how it affects themselves and others.	2. a) examine those times when they avoid taking responsibilty within their family b) determine why they tend to avoid taking those responsibilities c) describe how their avoiding responsibility affect them d) describe how their avoiding responsibility affects other family members.
		3. plan ways to improve weak areas in their taking of responsibility within their family.	3. a) determine those areas of taking responsibility they are weak in b) indicate how they plan to improve those weak areas of taking responsibilty within their family.
		4. indicate how their present pattern of responsibility-taking may affect their future family.	4. indicate one way their present pattern of responsibility-taking may affect their future family.
			* demonstrate observable behaviors (i.e., exhibit an interest in learning about the family, demonstrate recognition of their family responsibility-taking pattern, etc.).

Content: V. Rights and Responsibilities

Role(s): Learner

Goal: B. Students will develop and incorporate an understanding of the rights and responsibilities of the learner.

Objective: 1. Students will be aware of what constitutes learning and that learners have rights and responsibilties.

Grade	Competency	Performance Indicators	Suggested Performance Levels
Kindergarten	Students will describe what learning is and how they are learners.	Students are able to:	Students are able to:
		1. describe what learning means.	1. define learning in their own words (i.e., finding out something they didn't know, getting new knowledge, etc.).
		2. describe how they are learners.	2. a) describe two things they are learning b) indicate where they are learning those things identified in #2a c) indicate if anyone else is helping them to learn those things identified in #2a.
1st Grade	Students will recognize that learning occurs at all ages.	Students are able to:	Students are able to:
		1. describe things they have learned in the past.	1. a) describe two things babies learn (i.e., to eat with a spoon, to crawl, to walk, to talk, etc.) b) describe two things preschoolers learn (i.e., to play with others, to count, to listen to stories, to help dress themselves,etc.).
		2. describe things they are presently learning.	2. describe three things they are presently learning (i.e., to read, to tell time, addition, subtraction, chores at home, physical activities or sports, etc.).
		3. describe things they will learn in the future.	3. a) describe two things older children or teenages learn (i.e., multiplication, how to play basketball, how to drive a car, how to do cursive writing, etc.)

Grade	Competency	Performance Indicators	Suggested Performance Levels
1st Grade	(continued)	3. (continued)	3. b) describe one thing that adults learn (i.e., a new hobby; a new recipe; things they did not learn earlier like how to change a tire, how to read if illiterate, how to drive, etc.).
2nd Grade	Students will describe where they learn.	Students are able to: 1. describe things they learn at home. 2. describe things they learn at school. 3. describe other places where they learn things.	Students are able to: 1. describe two things they learn at home (i.e., how to cooperate, how to do specific chores, how to love, how to ride a bicycle, etc.). 2. describe three things they learn at school (i.e., how to share, how to play with others, reading, math, P.E. activities, etc.). 3. a) describe two places where they learn in their community, other than home and school (i.e., neighborhood, movies, museum, church, etc.) b) using the examples from #3a, describe what they learn at those places c) describe two places outside of their community where they have or can learn (i.e., national parks, historical towns or museums, museums of natural history, the beach, etc.) d) using the examples from #3c, describe what they have or could learn at those places.

Grade	Competency	Performance Indicators	Suggested Performance Levels
3rd Grade	Students will describe the basic methods of learning.	Students are able to: 1. describe the three basic methods of learning.	Students are able to: 1. describe the three basic methods for learning: • experience-learning by doing • exposure-learning through reading, listening, watching films or pictures, etc. • modeling-learning by patterning after someone.
		2. describe situations where they see experience, modeling, and exposure as methods of learning in their school.	2. a) describe one situation where they see learning by experience in their school b) describe one situation where they see learning through exposure in their school c) describe one situation where they see learning through modeling in their school.
4th Grade	Students will identify the learning process.	Students are able to: 1. describe what is involved in the learning process.	Students are able to: 1. a) identify the four basic steps of the learning process: • initial exposure • repetition of exposrue • responding • reinforcement b) identify two means of carrying out each of the basic parts of the learning process: • initial exposure (i.e., reading: listening to a speaker, tape, record...; watching a model, film, television, pictures...; feeling for experiencing through the other senses; etc.) • repetition of exposure (i.e., through identical and/or other means as initial exposure: see the examples above)

Grade	Competency	Performance Indicators	Suggested Performance Levels
4th Grade	(continued)	1. (continued)	1. b) (continued) • responding (i.e., testing, self-tests, verbal responding, nonverbal responses, etc.) • reinforcement (i.e., tangible rewards from self or others such as money, candy, toys...; academic rewards such as grades, written progress reports...; verbal reinforcement; nonverbal reinforcement; intrinsic rewards such as pride, self-satisfaction...).
		2. describe how the learning process takes place developmentally.	2. describe the developmental sequence that takes place as persons learn: awareness, understanding, and application.
		3. describe situations when they have experienced different aspects of the learning process.	3. describe one situation they have experienced for each of the four basic aspects of the learning process.
5th Grade	Students will describe the responsibilities involved for a learner.	Students are able to: 1. identify a variety of learner responsibilities.	Students are able to: 1. a) list four learner responsibilities (i.e., regular school attendance, finish work assignments, ask if they do not understand a concept, respect others' learning rights, attentiveness, development of study skills, etc.) b) recognize that the extent of their learning is greatly influenced by how they meet learner responsibilities.

Grade	Competency	Performance Indicators	Suggested Performance Levels
5th Grade	(continued)	2. discuss why a knowledge of these responsibilities is beneficial.	2. discuss one reason why a knowledge of these responsibilities is beneficial (i.e., knowledge of their responsibilities helps them to understand what they should do, knowledge of responsibilities enables them to recognize when they are not meeting responsibility, knowing their responsibilities aids in supporting others' rights, etc.).
		3. describe how the responsibilities of learners apply in their lives.	3. a) describe three responsibilities of learners (see #1a for examples) b) describe how these three responsibilities apply in their lives, particularly in the school setting c) describe two reasons why they would want to meet their learner responsibilities (i.e., prepare for the future, allows them to be better persons, is required by law, etc.).
6th Grade	Students will describe the rights involved for a learner.	Students are able to:	Students are able to:
		1. identify a variety of learner rights.	1. a) list three learner rights (i.e., right to a free public education, right to be respected for individual learning differences, right to help if they do not understand a concept, right to competent advisement, etc.) b) recognize that learner rights are supported by law (refer to national and state laws relating to learner rights for children).
		2. discuss why a knowledge of these rights is beneficial.	2. discuss one reason why a knowledge of these rights is beneficial (i.e., recognition of when their rights are not being met; knowledge of where they stand concerning what services they should be getting; etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
6th Grade	(continued)	3. describe how the rights of learners apply in their lives.	3. a) describe two rights of learners (see #1a for examples) b) describe how these two rights apply in their lives, particularly in the school setting.

Objective: 2. Students will demonstrate an understanding that school is a learning environment where skills can be developed for meeting learner responsibilities.

Grade	Competency	Performance Indicators	Suggested Performance Levels
7th Grade	Students will analyse the school as a learning environment and describe its effects on them.	Students are able to:	Students are able to:
		1. describe the services their school provides which contribute toward its being a learning environment.	1. describe three services their school provides (i.e., counseling, advisory system, library, provision for regular and inexpensive lunches, etc.).
		2. describe the extracurricular activities their school provides which contribute toward its being a learning envivonment.	2. describe two extracurricular activities their school provides (i.e., sports activities, curriculum-based clubs such as science club, other organizations, social activities such as dances, etc.).
		3. describe the curriculum their school provides which contributes toward its being a learning environment.	3. describe five major aspects of the curriculum their school provides (i.e., sciences, language arts, math, social sciences, fine arts, physical education, practical or manual arts, etc.).
		4. describe how their school as a learning environment affects them.	4. a) describe those services they make use of in their school b) describe any extracurricular activities they participate in at their school c) describe how the curriculum of their school affects them according to the following points: • the importance of a balanced curriculum • those aspects of the curriculum they prefer • how they plan to take advantage of their school's curriculum

Grade	Competency	Performance Indicators	Suggested Performance Levels
7th Grade	(continued)	4. (continued)	4. d) describe how school as a well-rounded learning environment encourages them to learn about themselves and the world around them. * demonstrate observed behaviors (i.e., take advantage of school activities or services that interest them, demonstrate recognition responses or indicate upon request how their school helps them learn, etc.).
8th Grade	Students will describe their personal learning and study skills as a means of meeting learner responsibilities.	Students are able to: 1. describe the basic study skills. 2. identify their present personal learning skills and study skills. 3. explain the importance of their learning skills and study skills and their study system as a means of meeting learner responsibilities.	Students are able to: 1. a) describe a skill as something a person has learned to do often and well b) describe the five basic study skills: reading and reading comprehension, writing, listening, attentiveness, and the ability to question. 2. identify five of their present personal learning and study skills (i.e., reading and comprehension; writing; listening; attentiveness; the ability to question; integration of initial exposure, experience, or modeling through repetition; etc.). 3. include two reasons why their skills and study system are important (i.e., learning is greater and more permanent when there is a consistent use of study skills, questioning allows for a more complete learning experience, attentiveness is essential as a learner responsibility, etc.). * demonstrate observable behaviors (i.e., exhibit a growing development of effective learning and study skills, show a growing desire to meet their learner responsibilities, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
9th Grade	Students will analyze how their academic and study skills from systems which apply to the learning of different subjects.	Students are able to:	Students are able to:
		1. review their present study skills.	1. identify their five basic study skills: reading and comprehension, writing, listening, attentiveness, the ability to question.
		2. analyze how their personal learning skills and study skills incorporate into a personal study system.	2. a) describe a study system as a specific pattern of skills for learning b) analyze how their personal learning and study skills form a personal study system (i.e., SQR^3 study system = surveying + questioning + reading + writing + reciting).
		3. describe how their study system applies to the learning of different subjects.	3. a) describe their own personal study system b) identify two different subject areas and describe how they use their study system in those areas.
			* demonstrate observable behaviors (i.e., exhibit a continuing development of effective learning and study skills, exhibit development of a personal study system, demonstrate a growing ability to use their study system in learning different subjects, etc.).

Objective: 3. Students will understand and exemplify the rights and responsibilities of learners.

10th Grade	Students will evaluate personal academic and study skills and explain how they can be improved.	Students are able to: 1. discuss the consequences of having no consistent, effective study system.	Students are able to: 1. discuss two consequences of having no study system (i.e., incomplete knowledge, harder to remember, harder to generate interest, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
10th Grade	(continued)	2. evaluate the effectiveness of their personal academic and study skills (incorporated into a study system) and identify those skills or parts of their system that need improvement.	2. include the following in their evaluation: • specify what their study system is • pinpoint the actual skills that are used in that system • determine what works well in the system • determine what does not work well in their system and why it does not work
		3. describe how they plan to improve their personal academic skills and study skills and their study systems.	3. a) create a specific and realistic plan for improving their skills or study system b) report on their progress in improving their personal skills or study system.
			* demonstrate observable behaviors (i.e., exhibit growth in their development of effective academic and study skills, how a desire and efforts to improve those effective academic and study skills, etc.).
11th Grade	Students will examine their taking of responsibility in their roles as learners.	Students are able to:	Students are able to:
		1. identify ways they take responsibility as learners.	1. identify three ways they take responsibility as learners (i.e., school attendance, finish assignments on time, request help if needed, attentiveness, application of study skills and a study system, etc.).
		2. analyze the effectiveness of their taking of responsibility in their roles as learners.	2. include the following discussion points in their analysis: • how their responsibility-taking measures have aided them in learning • how their responsibilty-taking measures are related to their rights as learners • which responsibility-taking measures are weak and/or which new ones need to be added.

Grade	Competency	Performance Indicators	Suggested Performance Levels
11th Grade	(continued)	3. indicate ways they can improve their taking of responsibility in their roles as learners.	3. a) indicate at least one area in the taking of responsibility which they wish to strengthen or initiate b) describe a means by which the strengthening or addition may be accomplished c) demonstrate effort in strengthening or adding the area identified in #3a. * demonstrate observable behaviors (i.e., take responsibility in their roles as learners, show a desire and effort to improve those areas where they need to take more responsibility in their roles as learners, etc.).
12th Grade	Students will evaluate how they continue to be learners and how they utilize the knowledge of their rights and responsibilities as learners.	Students are able to: 1. discuss ways they will continue to be learners after they leave high school. 2. discuss how they can use knowledge of their learner rights and responsibilities in the future. 3. discuss how they can continually improve or refine their use of learner rights and their meeting of learner responsibilities.	Students are able to: 1. discuss two ways they will continue to be learners after they leave high school (i.e., college, technical school, learning on the job, learning leisure activities, learning how to function in their life roles, etc.). 2. discuss two ways they can use knowledge of their learner rights and responsibilities in the future (i.e., they will know to ask and whom to ask if they need help in learning, they will have the proper study skills, they will understand the intrinsic and extrinsic rewards of learning, etc.). 3. discuss two ways they can continually improve or refine their use of learner rights and their meeting of learner responsibilities (i.e., openness to learning in all areas, keeping well informed, continual practice of the skills they have developed, etc.). * demonstrate observable behaviors (i.e., exhibit a willingness to learn in different areas of their lives, demonstrate recognition responses or indicate upon request what their learner rights and responsibilities are and how these will apply in the future, etc.).

Content: V. Rights and Responsibilities

Role(s): Citizen

Goal: C. Students will develop and incorporate an understanding of the rights and responsibilities of the citizen.

Objective: 1. Students will be aware of citizenship and that citizens have rights and responsibilities.

Grade	Competency	Performance Indicators	Suggested Performance Levels
Kindergarten	Students will describe those rules they follow at home and school and why those rules are necessary.	Students are able to: 1. describe what is meant by a rule. 2. identify rules they follow at home and at school. 3. describe why rules are necessary.	Students are able to: 1. describe a rule as a command, a law, a statement of what to do or what not to do. 2. a) identify one rule that they follow at home b) identify one rule that they follow at school. 3. a) describe the necessity of rules in order to protect ourselves and others b) discuss that not everyone follows every rule in every setting--rules differ as people differ (i.e., differences in maturity, coordination, jurisdiction of the laws, etc.).
1st Grade	Students will recognize the town, state, and country in which they reside.	Students are able to: 1. recognize the name of the town in which they reside. 2. recognize the name of the state in which they reside. 3. recognize the name of the country in which they reside.	Students are able to: 1. given a choice of three towns, recognize the name of the town in which they reside. 2. given a choice of three states, recognize the name of the state in which they reside. 3. given a choice of three countries, recognize the name of the country in which they reside.

Grade	Competency	Performance Indicators	Suggested Performance Levels
2nd Grade	Students will describe what a citizen is and how persons become citizens.	Students are able to:	Students are able to:
		1. describe what a citizen is.	1. define a citizen as a person who is a member of a state or country which gives him rights and that person gives his/her loyalty to that state or country.
		2. describe how persons can become citizens of the United States.	2. describe the following three ways a person can become a U.S. citizen: • born to parents who are citizens • born in the United States • take and pass a citizenship test; make a special promise to be a good citizen (oath of citizenship).
3rd Grade	Students will describe reasons why a country needs laws and governments.	Students are able to:	Students are able to:
		1. discuss what governments and laws do.	1. discuss two purposes of governments and the laws they make (i.e., to represent the desires of its citizens, to act as a control in the best interests of its citizens, to provide services to benefit its citizens, etc.).
		2. describe why people in a country need the controls and services that government and laws provide.	2. describe two reasons why people in a country need the controls and services that government and laws provide (i.e., to help people, to keep things more organized, to keep the balance between a person's rights and a person's responsibilities, etc.).
		3. describe what might happen if there were no government or laws in our country.	3. describe two things that might happen if there were no government or laws in our country (i.e., chaos, people doing or taking what they want at the expense of others, inequality, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
4th Grade	Students will recognize basic rights and responsibilities that affect their lives as U.S. citizens.	Students are able to: 1. describe some basic rights and responsibilities of U.S. citizens.	Students are able to: 1. describe four basic rights and responsibilities of U.S. citizens (i.e., the right to vote, the right to free speech, the right to a public education, the right to protection under the law; the responsibility to learn of candidates and vote wisely, the responsibility to not use slander or libel, the responsibility to attend school, the responsibility to obey the laws, etc.).
		2. describe some basic rights that directly affect their lives as U.S. citizens.	2. describe two basic rights that directly affect their lives as U.S. citizens (i.e., the right to a public education, the right to adequate care as a child, the right to be treated fairly and equally, etc.).
		3. describe some basic responsibilities they have as U.S. citizens.	3. describe two basic responsibilities they have as U.S. citizens (i.e., the responsibility to attend school; the responsibility to not hurt others; the responsibility to respect others' property as opposed to vandalism, etc.).
5th Grade	Students will recognize that citizens are required to pay taxes to support city, state, and national governments.	Students are able to: 1. describe the major kinds of taxes a citizen has to pay.	Students are able to: 1. a) describe four major taxes that citizens are required to pay: federal income tax, social security tax, state income tax, and sales tax b) recognize that these taxes apply when a citizen has earned a certain amount of money or in the case of the sales tax when a citizen buys something.
		2. describe those taxes their family members pay as citizens of their city, state, and country.	2. a) describe the major taxes their family members, particularly parent(s) or guardian(s) pay as citizens b) compare the amount of taxes to the total income.

Grade	Competency	Performance Indicators	Suggested Performance Levels
6th Grade	Students will describe how the government uses tax money.	Students are able to: 1. discuss that tax monies are necessary to pay for the running of our government, its agencies, and its programs.	Students are able to: 1. a) discuss one way that tax monies are used to run our government (i.e., to pay salaries, to pay for paper and supplies, to pay for upkeep of buildings, etc.) b) discuss one way that tax monies are used to pay for governmental agencies (i.e., salaries and support for HUD, the state utilities commission, county welfare offices, etc.) c) discuss one way that tax monies pay for governmental programs (i.e., federal and state educational grants, medicare, social security, etc.).
		2. describe how the state government uses tax money.	2. describe three ways their state government uses tax money (i.e., welfare checks, aid for payment of utilities for the elderly and poor, educational grants, salaries for governmental workers, etc.).
		3. describe how the federal government uses tax money, including the social security tax.	3. describe four ways the federal government uses tax money (i.e., to supplement social security payments, salaries for governmental workers, educational grants, medicare, armaments and military forces, etc.).

Objective: 2. Students will demonstrate a growing understanding of the rights and responsibilities associated with the different aspects of citizenship.

Grade	Competency	Performance Indicators	Suggested Performance Levels
7th Grade	Students will describe the rights and responsibilities they have as citizens of their towns and state.	Students are able to:	Students are able to:
		1. identify the rights and responsibilities they have as citizens of their towns.	1. a) become familiar with their town charter. b) identify three rights and responsibilities they have (or will have) as a citizen of their town.
		2. identify the rights and responsibilities they have as citizens of their state.	2. a) become familiar with their state constitution b) identify three rights and responsibilities they have (or will have) as citizens of their state.
		3. provide examples of how they use their state rights and responsibilities.	3. provide one example of how they use their rights and carry out their responsibilities as citizens of their state (i.e., make use of their school facilities, abide by state laws, receive adequate health care, etc.).
			* demonstrate observable behaviors (i.e., demonstrate a beginning interest in citizen activities within their towns, demonstrate recognition responses or indicate upon request how citizen rights and responsibilities affect their lives, etc.).
8th Grade	Students will describe the rights and responsibilities they have as U.S. citizens.	Students are able to:	Students are able to:
		1. review how one becomes a U.S. citizen.	1. review the three ways in which someone becomes a U.S. citizen: being born in the United States; being born to parent(s) who are U.S. citizens; studying, passing a test, and taking an oath of citizenship.
		2. identify the rights and responsibilities they have as U.S. citizens.	2. a) become familiar with the United States constitution b) identify eight rights and responsibilities they have (or will have) as citizens of the United States.

Grade	Competency	Performance Indicators	Suggested Performance Levels
8th Grade	(continued)	3. provide examples of how they use their rights and responsibilities as U.S. citizens.	3. provide two examples of how they use their rights and carry out their responsibilities (i.e., right to protection under the law/ responsibility to obey the laws; right to a free public education/responsibility to attend school; etc.). * demonstrate observable behaviors (i.e., demonstrate a growing interest in how the national government and citizen activities affect their lives, exhibit a willingness to obey the law, etc.).
9th Grade	Students will evaluate the purposes of taxes and how they support the government.	Students are able to: 1. provide examples of a variety of taxes citizens are required to pay. 2. explain how these taxes support the running of government, its agencies and programs and how they benefit from that use of tax monies. 3. evaluate whether these tax monies are used effectively or not.	Students are able to: 1. provide five examples of taxes (i.e., state income tax, federal income tax, social security tax, sales tax, property tax, taxes on utilities, etc.). 2. a) discuss how their state government spends money: o specify the major spending areas and the percentage of money allotted to each area o pinpoint the areas that directly affect them as students b) discuss how their federal government spends money: o specify the major spending areas and the percentage of money allotted to each area o pinpoint the areas that directly affect them as students. 3. a) specify one example of waste and one example of effective use of taxpayers' money b) make a subjective judgment as to whether taxes are usually put to effective use or not; support their decisions with at least two examples.

Grade	Competency	Performance Indicators	Suggested Performance Levels
9th Grade	(continued)		* demonstrate observable behaviors (i.e., exhibits a growing interest in the support of government programs and their effectiveness, demonstrating recognition responses or indicate upon request how taxes support different governmental programs, etc.).
0th Grade	Students will describe their rights and responsibilities as world citizens.	Students are able to: 1. describe the purpose of the United Nations and the role it plays concerning the rights and responsibilities of world citizens.	Students are able to: 1. a) define a world citizen as any person living in our world b) become familiar with the United Nations Charter and describe its purpose c) describe the activities of the United Nations concerning the rights and responsibilities of world citizens (i.e., UNICEF, peace keeping commissions, etc.).
		2. describe some of their rightq as world citizens.	2. a) describe three of their rights as world citizens found in articles 3 through 27 in the United Nations Charter: right to life, liberty and security of person; freedom from slavery and servitude, and so on to article 27). b) describe how they exercise the rights described in #2a.
		3. describe some of their responsibilities as world citizens.	3. a) describe two of their responsibilities as world citizens (i.e., awareness and respect for other cultures, support for others' rights, uphold the responsibilities/laws required in the country they are visiting, etc.) b) describe how they have or will meet the responsibilities described in #3a.

Grade	Competency	Performance Indicators	Suggested Performance Levels
10th Grade	(continued)		* demonstrate observable behaviors (i.e., exhibit a growing interest in the world around them and the influence that different nations have on each other, demonstrate recognition responses or indicate upon request how individuals can affect their world, etc.).

Objective: 3. Students will understand and exemplify the rights and responsibilities of the citizen.

11th Grade	Students will explain the interactive effects of citizen rights and citizen responsibilities.	Students are able to: 1. provide some examples of U.S. citizen rights and responsibilities.	Students are able to: 1. a) provide two examples of rights of U.S. citizens b) provide two examples of responsibilities of U.S. citizens.
		2. explain the relationship between citizen rights and citizen responsibilities.	2. include the following points in their explanation: • every right has an accompanying responsibility • the more rights they have, then the more responsibilities they have also • if they refuse their responsibilities, then they also have to give up their rights.
		3. describe specific citizen rights that correlate with specific citizen responsibilities.	3. describe four specific citizen rights that correlate with four specific citizen responsibilities (i.e., the right to drive a car/the responsibility to drive safely, the right to protection under the law/the responsibility of obeying the laws, the right to free speech/the responsibility of honest speech without slander or libel, the right to own property/the responsibility to not steal or vandalize others' property, the right to a free public education/the responsibility of attending school, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
11th Grade	(continued)		* demonstrate observable behaviors (i.e., demonstrate a willingness to meet their citizen responsibilities, demonstrate recognition responses or indicate upon request how their citizen rights correlate with responsibilities, etc.).
12th Grade	Students will evaluate their responsibility as citizens of their towns, state, and country.	Students are able to: 1. describe ways they presently take responsibility as citizens of their towns, state, and country.	Students are able to: 1. a) describe three ways they presently take responsibility as citizens of their towns, state, and country (i.e., vote, pay taxes, observe traffic laws, respect property, etc.) b) evaluate their present taking of responsibility as citizens according to the following points: • when do they avoid taking responsibility • why do they avoid taking responsibility • what responsibility-taking measures will they improve.
		2. describe ways they will take responsibility as citizens.	2. describe two ways they will take responsibility in the future (i.e., vote when 18 years old, become involved in city functions, pay property taxes, etc.).
		3. explain how they can continually improve themselves to be more responsible citizens.	3. include in their explanation two examples of how they can continually improve themselves to be more responsible citizens (i.e., stay informed on public issues; understand what the candidates believe in; be contributing members of their communities, state, and country; etc.). * demonstrate observable behaviors (i.e., vote when of age, show a willingness to become involved in community activities, exhibit a willingness to obey laws, etc.).

Content: V. Rights and Responsibilities

Role(s): Consumer

Goal: D. Students will develop and incorporate an understanding of the rights and responsibilities of the consumer.

Objective: 1. Students will be aware of consumerism and those skills which support the rights and responsibilities of the consumer.

Grade	Competency	Performance Indicators	Suggested Performance Levels
Kindergarten	Students will describe the appropriate place of purchase for various items.	Students are able to: 1. describe several things their family purchases. 2. identify the places where items are purchased. 3. discuss why it is important to know where to purchase items.	Students are able to: 1. describe two things that their family purchases (i.e., groceries, clothes, tools, furniture, etc.). 2. using the examples from #1, identify the stores where these items are purchased (i.e., groceries/grocery store, tools/hardware store, clothes/department store, etc.). 3. a) discuss what would happen if they tried to buy the items identified in #1 at another place (i.e., groceries at a bank, tools at a restaurant, etc.) b) discuss that knowing where to go to buy what they want saves them time and energy.
1st Grade	Students will understand why people use money in our economic system.	Students are able to: 1. discuss that there are different kinds of money. 2. describe the use of money as a system of trade.	Students are able to: 1. a) name four different types of U.S. currency and recognize what each looks like (i.e., penny, nickel, dime, quarter, fifty-cent piece, dollar bill, etc.) b) discuss that different countries use different currencies. 2. a) describe trading as exchanging one thing for another. b) describe money as a means of trading for goods or services c) describe the convenience of using money for trading rather than something else.

Grade	Competency	Performance Indicators	Suggested Performance Levels
1st Grade	(continued)	3. identify when people are trading money for goods or money for services.	3. a) identify two situations where people trade money for goods (i.e., food, gifts, toys, etc.) b) identify two situations where people trade money for services (i.e., doctors, tutors, dentists, etc.).
2nd Grade	Students will understand what a consumer is and how they are consumers.	Students are able to: 1. describe what a consumer is. 2. list a variety of consumer activities. 3. describe situations where they are consumers.	Students are able to: 1. describe a consumer as a person who buys or uses things. 2. list four consumer activities (i.e., buying food, clothes, a home; using and paying for electricity, gasoline, water, etc.). 3. describe two situations where they are consumers.
3rd Grade	Students will describe how to use money correctly when paying for something.	Students are able to: 1. describe how to count out correct change from a dollar bill. 2. discuss how much money they need to give a salesperson when buying something.	Students are able to: 1. a) describe how to put change together to total one dollar (i.e., 3 quarters + 2 dimes + 1 nickel, 10 dimes, etc.) b) describe how much change they would have left over if they gave a salesperson one dollar for an item costing less than a dollar (e.g., $1.00 for a 30¢ item, $1.00 for a 90¢ item, etc.). 2. discuss the concept that when buying something, they must give money equal to or greater than the cost of that product or service (i.e., to buy a 25¢ candy bar, they must give the salesperson 25¢ or more).

Grade	Competency	Performance Indicators	Suggested Performance Levels
3rd Grade	(continued)	3. describe situations when they might need to make change.	3. describe two situations when they might need to make change (i.e., when they are selling something and have to give change to someone else, when they are buying something and have to calculate whether or not they have been given the correct change).
4th Grade	Students will discuss why the ability to determine need or priority is a significant consumer skill.	Students are able to: 1. describe what is a need and a priority.	Students are able to: 1. a) describe a need as something that is necessary b) describe a priority as something that is most important (i.e., one need is more important to have than another need, etc.).
		2. describe a variety of needs and prioritize those needs.	2. a) describe five things they need that must be bought (i.e., food, new clothes, paper for school, shelter, soap, books, etc.) b) prioritize the things they need identified in #2a (most important need first... least important need last).
		3. discuss why it is important for a consumer to be able to recognize their needs and prioritize those needs.	3. include in their discussion the two following reasons: • the consumer acquires the important things (or services) first • the consumer plans spending so that the important things (or services) are acquired before his/her money runs out.

Grade	Competency	Performance Indicators	Suggested Performance Levels
5th Grade	Students will discuss why the ability to compare and to determine quality are important skills for consumers.	Students are able to:	Students are able to:
		1. discuss the concept of "quality" as it pertains to products or services the consumer is interested in.	1. a) define quality as the degree of excellence or superiority; a product or service being very good in many different aspects b) describe two things a consumer looks for in services or products when determining good quality (i.e., careful and talented workmanship, correct ingredients or materials, appropriate style or behavior, etc.).
		2. describe the ability to compare as a consumer skill.	2. a) define a consumer's ability to compare as being able to match one product or service to another similar product or service and decide which is best b) describe three characteristics of products or services that consumers may want to compare (i.e., quality, price, style or kind, appropriateness, quantity, etc.).
		3. discuss why the ability to compare and to determine quality are important for consumers today.	3. discuss two reasons why the ability to compare and to determine quality are important for consumers today (i.e., wise use of their money, less chance of getting cheated, best choice to fulfill their needs or desires, etc.).
6th Grade	Students will discuss the influence that advertising has on consumers.	Students are able to:	Students are able to:
		1. describe various means of advertising.	1. a) describe three forms of media where advertising occurs (i.e., television, radio, magazines, newspapers, etc.)

Grade	Competency	Performance Indicators	Suggested Performance Levels
6th Grade	(continued)	1. (continued)	1. b) describe four of the following six techniques that advertising frequently uses: • exaggeration • repetition • partial truth • unreliable information • selling a by-product such as love, youth, power, success, popularity, attractiveness, wealth, etc. c) describe five of the following seven appeals (kinds of delivery) that advertising may use: • speaker as friend • speaker as fellow sufferer • speaker as advisor • speaker as hero • fast talking of speaker • sense of humor of speaker • the sex of the speaker d) describe two commercials or other forms of advertising that are aimed for their age group.
		2. describe the influences and effects that advertising has on consumers.	2. describe two influences or effects that advertising has on consumers (i.e., encourages them to desire the product being advertised, allows them more exposure to different brands or new products and services, allows them to compare similar items or services, etc.).
		3. discuss why it is important for a consumer to know of the influences and effects of advertising.	3. include the two following reasons in their discussion: • consumers will be more perceptive concerning the quality of the service or product and the honesty of the advertisement • consumers will be more perceptive of their motives for buying a product or service (need, personal desire or influence from advertising).

Objective: 7. Students will demonstrate a growing understanding of consumer rights and responsibilities and the application of those rights and responsibilities.

7th Grade	Students will analyze their families' spending patterns.	Students are able to: 1. describe those expenditures families are responsible for.	Students are able to: 1. a) describe the types of expenditures parents or guardians are actually responsible for (i.e., rent or house payments, utilities, medical bills, clothing, food and household goods, furniture, transportation costs, etc.) b) describe the types of expenditures siblings could be responsible for (if applicable). c) describe the types of expenditures persons their age are responsible for (i.e., clothing, school supplies, entertainment, gifts, etc.) d) recognize that types and amounts of expenditures vary from family to family.
		2. discuss the different types of spending patterns that exist.	2. include in their discussion the two following types of spending patterns: • planning or budgeting • seeing something and buying it--no specific planning beforehand.
		3. privately analyze the spending patterns of their family members.	3. include the following in their analysis: • example situations when family members have used the budgeting pattern of spending • example situations when family members have used the see/buy pattern of spending • summary of which spending pattern family members tend to use most often (i.e., parents use budgeting, younger siblings use the see/buy pattern, etc.) • acknowledgement that the more one is responsible for spending money for necessities (i.e., shelter, food, clothing, etc.), the more important it is to plan the use of money.

Grade	Competency	Performance Indicators	Suggested Performance Levels
7th Grade	(continued)		* demonstrate observable behavior (i.e., demonstrate recognition responses or indicate upon request which type of spending pattern they use most frequently and why they use that pattern; exhibit a growing appreciation for the responsibility involved in balancing a budget and spending for necessities, etc.).
8th Grade	Students will determine those abilities which comprise an effective consumer.	Students are able to: 1. review the meaning of consumer. 2. discuss what it means to be an effective consumer. 3. describe those abilities which comprise an effective consumer.	Students are able to: 1. define consumer as a person who buys or uses things. 2. discuss four characteristics of an effective consumer (i.e., purchases quality merchandise or services, gets the most for the money, buys appropriately for the need or desire, is aware of the market and what is available, is independent and not susceptible to gimmicks, etc.). 3. identify and describe each of the following abilities: • ability to understand money and to make change • ability to determine the appropriate place of purchase • ability to recognize the quality of products or services • ability to compare and contrast • ability to determine need or priority • ability to recognize the influence of advertising. * demonstrate observable behaviors (i.e., exhibit a willingness to use consumer skills more effectively, demonstrate recognition responses or indicate upon request how they try to be an effective consumer, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
9th Grade	Students will compare and contrast varying consumer habits in other countries.	Students are able to: 1. describe various consumer habits in other countries.	Students are able to: 1. a) specify two different countries that are not close together (the U.S. is not to be chosen) b) describe the consumer habits of the countries identified in #1a according to the following: • where the consumer shops (i.e., open air markets, tents, building, etc.) • the means by which the consumer knows the price (i.e., bartering, fixed price tag, etc.) • what the consumer pays with (i.e., currency, use of credit, exchange of other goods or services, etc.) • methods of advertising that the consumer is most frequently subjected to (i.e., "by word of mouth," billboards, television, etc.).
		2. discuss how these consumer habits and circumstances are similar or different from their own.	2. a) describe the consumer habits they are familiar with according to the same criteria used in #1b b) using the examples from #1b, discuss how their consumer habits are similar or different from other countries. * demonstrate observable behaviors (i.e., demonstrate a growing appreciation for the consumer opportunities available in the U.S., demonstrate recognition responses or indicate upon request the cultural changes that take place when shopping in another country, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
10th Grade	Students will describe the legal rights and responsibilities of consumers.	Students are able to: 1. identify consumer aids such as guarantees, warrantees, and consumer resources (literature, organizations, etc.). 2. discuss the legal rights and responsibilities of the consumer. 3. describe how they use the legal rights and carry out the legal responsibilities of consumers.	Students are able to: 1. a) identify three consumer aids (i.e., guarantees, warrantees, literature, consumer organizations, etc.) b) discuss how the examples in #1 are aids c) identify where the examples in #1 can be found. 2. include in their discussion: • three aspects of the laws covering the rights and responsibilities of consumers • an explanation of how laws protecting consumer rights are interdependent on legal aspects demanding consumer responsibility. 3. a) identify a situation where they have used a legal right and responded to a legal responsibility b) analyze the situation, its outcome, and its effect on their roles as consumers. * demonstrate observable behaviors (i.e., exhibit a willingness to understand their legal consumer rights and meet their consumer responsibilities, demonstrate recognition responses or indicate upon request the various consumer aids available to them, etc.).

Objective: 3. Students will understand and exemplify the rights and responsibilities of the consumer.

11th Grade	Students will evaluate their roles as consumers.	Students are able to:	Students are able to:
		1. explain how they are consumers.	1. a) review the meaning of consumer: a person who buys or uses things b) list four products that they buy or use.
		2. analyze the major consumer skills.	2. include in their analysis the six following consumer skills: • ability to understand money and to make change • ability to determine the appropriate place of purchase • recognition of the quality of merchandise • ability to compare and contrast • determination of need or priority • recognition of the influence of advertising.
		3. evaluate their roles as consumers in respect to their consumer skills.	3. in their evaluation, select four consumer skills, determine how those skills affect their roles as consumers, and expound on their ability to perform those skills.
		4. evaluate their roles as consumers in respect to their consumer rights and responsibilities.	4. in their evaluation, select two of the following topics, determine how those topics affect their roles as consumers, and expound on their ability to make use of those legal aids and/or requirements: • guarantees • warrantees • consumer resources (e.g., literature, organizations, etc.) • consumer laws in their state.
			* demonstrate observable behaviors (i.e., exhibit a willingness to meet consumer responsibilities and use consumer rights, shows an appreciation or involvement in using consumer aids, demonstrates a willingness to improve weak areas in their consumer skills, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
12th Grade	Students will analyze how they, as consumers, help to support our economic system.	Students are able to: 1. describe our economic system.	Students are able to: 1. describe our economic system in respect to: • mixed capitalism (on a continuum between government-controlled economics and laizze-faire economics) • the law of supply and demand • the effects of the monetary system • the effects of our legal system
		2. analyze how consumers help to support our economic system.	2. a) include in their analysis such aspects of consumerism as the use of money, demands for quality merchandise and services, and the intensity of need b) include in their analysis examples of how they help to support the economic system (i.e., their use of money, their demands for quality merchandise or services, the influence of their need, and their exercise of consumer rights and responsibilities, etc.). * demonstrate observable behaviors (i.e., indicate an appreciation for the far-reaching effects of the economic system, demonstrate a willingness to use consumer rights and meet consumer responsibilities, etc.).

Content: V. Rights and Responsibilities

Role(s): Producer

Goal: E. Students will develop and incorporate an understanding of the rights and responsibilities of the producer.

Objective: 1. Students will be aware of what a producer is and that producers have rights and responsibilities.

Grade	Competency	Performance Indicators	Suggested Performance Levels
Kindergarten	Students will describe the work-activities of family members.	Students are able to: 1. identify the members of their families. 2. describe the work-activities that each family member does.	Students are able to: 1. name the members of their immediate families (actually related or not). 2. describe one work-activity for each family member named in #1.
1st Grade	Students will describe different work-activities and their importance.	Students are able to: 1. describe a variety of work-activities. 2. describe how these work-activities are important to others and themselves. 3. describe what might happen if no one did these work-activities.	Students are able to: 1. describe three work-activities (i.e., washing dishes, collecting the garbage, driving a truck, fixing cars, etc.). 2. using the examples from #1, describe how these work-activities are important to others and themselves (i.e., dishwasher kills the germs on plates, garbage collector helps keep our homes neat and clean, truck drivers get food to market, etc.). 3. using the examples from #1, describe what would happen if no one did these jobs (i.e., dishwasher/they would run out of clean dishes, garbage collector/city would begin to smell bad and disease would spread, truck driver/food wouldn't get to market, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
2nd Grade	Students will define "work" and recognize that all people work.	Students are able to:	Students are able to:
		1. define the concept of work.	1. define work as effort in doing or making something; a job.
		2. describe how other people work.	2. a) describe two ways that adults work (i.e., work at home like cleaning or cooking, work at a job or career, etc.). b) describe one way those persons younger than them work (i.e., chores, play is work at learning, etc.).
		3. describe how they work.	3. describe two ways they work (i.e., chores, school, etc.).
3rd Grade	Students will recognize that a producer can have many different roles.	Students are able to:	Students are able to:
		1. define what constitutes a producer.	1. define producer as someone who makes something; a worker.
		2. identify people of varying ages, their roles, and how they are producers.	2. a) identify one younger person, a person near their own age, and one adult b) describe two roles for each person (parent, sibling, son/daughter, grandchild, etc.) c) describe one example of how each person is a producer (i.e., worker on the job, mother produces a clean home, student produces school work, etc.).
		3. identify their roles and how they are producers.	3. a) identify three of their roles (i.e., son/daughter, grandchild, sibling, student, etc.) b) describe two examples of how they are producers (i.e., students produce school work, producing concerning chores at home--a trash collector produces a neat home, producing concerning play or leisure activities--making a model airplane, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
4th Grade	Students will recognize how they depend on different producers.	Students are able to:	Students are able to:
		1. identify a variety of producers.	1. identify four different producers.
		2. recognize that producers are service-oriented or product-oriented.	2. determine if the examples from #1 are service-oriented (doing things for other people) or product-oriented (making things for other people).
		3. describe how they depend on those producers.	3. describe how they depend on those producers identified in #1 (i.e., a farmer grows our food, a teacher helps us learn, a manufacturer makes our cars, etc.).
5th Grade	Students will realize that people obtain rewards for their work.	Students are able to:	Students are able to:
		1. describe the concept of reward.	1. describe reward as return made for something done.
		2. describe a variety of rewards people obtain for their work.	2. describe three different rewards people get for their work (i.e., money, services, respect, praise, pride, etc.).
		3. recognize the two basic types of rewards.	3. a) recognize that there are extrinsic rewards: rewards that are given to the worker by others and that are dependent on external criteria b) name one extrinsic reward (i.e., money, praise, etc.) c) recognize that there are intrinsic rewards: rewards that come from inside the worker and that are dependent on internal criteria d) name on intrinsic reward (i.e., self-satisfaction, pride, etc.).

Objective: 2. Students will demonstrate a growing understanding of the rights and responsibilities of the producer.

Grade	Competency	Performance Indicators	Suggested Performance Levels
6th Grade	Students will analyze the relationship between interests and producer satisfaction.	Students are able to: 1. describe a variety of clusters of producer roles and the interests that could be involved with those clusters.	Students are able to: 1. a) describe four divisions and two clusters for each division: • service groups--consumer edication, personnel services, public services, etc. • business group--manufacturing, transportation, construction, etc. • science group--health, agri-business, resources, marine science, etc. • communications group--media, fine arts, humanities, etc. * Reference for concept clarification: U.S.O.E. Classification System chart. b) choose one cluster for each division and describe the interests that might correlate with that cluster (i.e., construction/interest in machines; media/interest in people; personnel services/interest in doing for others; etc.).
		2. explain why certain interests might go with one cluster and not with another.	2. include in their explanation two examples of how specific interests would be useful in certain jobs and not in others (i.e., an interest in working with their hands is useful in construction work, but not necessarily in consumer education, etc.).
		3. analyze the relationship between interests and producer satisfaction.	3. include the following in their analysis: • a description of producer satisfaction--a feeling of pleasure or contentment from making or doing something • an evaluation of the consequences of interests not matching job choice • an evaluation of the consequences of interests matching job choice.
			* demonstrate observable behaviors (i.e., exhibit appreciation of the relationship between their interests and present producer roles, demonstrate recognition responses or indicate upon request how their interests could influence future producer roles, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
7th Grade	Students will describe general rights and responsibilities of producers.	Students are able to:	Students are able to:
		1. describe the general rights of producers.	1. include in their description two examples of their rights as producers and why they feel they are entitled to those rights (i.e., the right of respect for a task done well; the right of reward, either intrinsic and/or extrinsic; the right of cooperation from fellow-workers; etc.).
		2. describe the general responsibilities of producers.	2. include in their description two examples of their responsibilities as producers and why those responsibilities are necessary (i.e., responsibility for: cooperation with fellow-workers, best effort toward successful task accomplishment, generating interest in the task, understanding how to accomplish the task, etc.).
		3. explain how these general rights and responsibilities can apply to different producers.	3. a) identify three producers of different age levels b) use the examples in #1,2, and #3a in their explanation.
			* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request general rights and responsibilities of producers of various ages, exhibit a beginning appreciation for the rights and responsibilities that apply to them as producers, etc.).
8th Grade	Students will analyze how producers may have to cooperate with each other to accomplish a large or difficult task.	Students are able to:	Students are able to:
		1. analyze a specific large or difficult task and break it down into smaller task-parts necessary to accomplish the task-whole.	1. a) choose one large or difficult task (i.e., a class presentation, a large art project, a P.T.A. program, etc.) b) break down the large task into smaller task-parts (i.e., a P.T.A. program: readers, singers, dancers, planners, etc.) c) evaluate the contribution of each task-part in relationship to the task-whole (i.e., dependency of one part on another, enrichment of the whole by each part, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
8th Grade	(continued)	2. recognize that different producers may be responsible for the task-parts and yet another producer is responsible for the task-whole.	2. give one example situation in the work world where different producers are responsible for task-parts while another producer is responsible for the task-whole (i.e., car manufacturer/assembly line workers; U.S. Secretary of Defense/military chain of command; restaurant owner/waiters, cooks, etc.).
		3. analyze the role that cooperation plays in the accomplishment of a large or difficult task.	3. include in their analysis: a) a definition of cooperation: working together toward a common goal b) an example of what happens when there is no cooperation among producers in accomplishing a large or difficult task c) an example of what happens when producers cooperate in accomplishing a large or difficult task.
			* demonstrate observable behaviors (i.e., cooperate with each other to accomplish a larger or difficult task, exhibit a growing appreciation for the complicated involvement producers go through to accomplish a task-whole, etc.).
9th Grade	Students will describe their present taking of responsibility and enjoyment of producer rights.	Students are able to: 1. describe ways they presently take responsibility as producers.	Students are able to: 1. a) review two general producer responsibilities b) describe three ways they presently take responsibility as producers (i.e., finish assignments on time, finish a task or job without being continually reminded, try their best, appropriate worker behavior, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
9th Grade	(continued)	2. describe how they enjoy producer rights.	2. a) review two general producer rights b) describe two ways they enjoy producer rights (i.e., intrinsic rewards, extrinsic rewards, respect, etc.).
		3. explain the relationship between the taking of responsibility and the enjoyment of producer rights.	3. include in their analysis two examples of how they must take the responsibility to get the benefits of the rights.
			* demonstrate observable behaviors (i.e., exhibit growth in their ability to meet producer responsibilities and to enjoy producer rights, demonstrate recognition responses or indicate upon request the interrelationship between producer rights and responsibilities, etc.).
10th Grade	Students will describe the legal rights and responsibilities of producers.	Students are able to: 1. describe the legal rights of producers.	Students are able to: 1. a) describe two legal rights of the producer-employee (i.e., minimum wage, right to strike, right to safe working condition, etc.) b) describe two legal rights of the producer-employer (i.e., hiring policy, determination of job standards, expectations of employees meeting the contract agreement, etc.).
		2. describe the legal responsibilities of producers.	2. a) describe two legal responsibilities of the producer-employee (i.e., meet contract agreement, do a satisfactory job, responsible behavior and attendance, etc.) b) describe two legal responsibilities of the producer-employer (i.e., meet contract concerning wages and benefits; provision of safe working conditions; non-discriminatory hiring policy in regard to race, sex, creed, age; etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
10th Grade	(continued)	3. describe legal rights and responsibilities of producers that have directly related to them.	3. describe two legal rights and responsibilities of producers that have directly related to them in the past or presently (i.e., child labor law, minimum wage, safe working condition, etc.). * References for concept clarification: U.S. and state laws that apply to the producer role. * demonstrate observable behaviors (i.e., demonstrate recongition responses or indicate upon request how legal producer rights and responsibilities have affected or will affect them, exhibit a beginning appreciation for the laws that protect producers, etc.).

Objective: 3. Students will understand and exemplify producer rights and responsibilities.

Grade	Competency	Performance Indicators	Suggested Performance Levels
11th Grade	Students will evaluate the importance of having laws and contracts to protect producers.	Students are able to:	Students are able to:
		1. explain that the category of producer includes both employers and employees.	1. a) describe how employers are producers b) describe how employees are producers.
		2. provide examples of laws that protect producers.	2. provide two examples of laws that protect producers (i.e., child labor laws, laws concerning monopolies, laws concerning unions and strikes, etc.).
		3. evaluate the importance of having laws and contracts to protect producers.	3. include in their evaluation a description of: • the consequences if there were no laws or contracts to protect producers • the benefits of laws and contracts for the employer-producers • the benefits of laws and contracts for the employee-producers.

Grade	Competency	Performance Indicators	Suggested Performance Levels
11th Grade	(continued)		* demonstrate observable behaviors (i.e., exhibit a growing appreciation for the way laws and contracts can protect producers, demonstrate a willingness to abide by producer laws and contracts when applicable to them, etc.).
12th Grade	Students will speculate what their rights and responsibilities might be as producers in the future.	Students are able to:	Students are able to:
		1. indicate how they fulfill their producer roles presently.	1. a) indicate how they are presently producers b) describe how they enjoy producer rights and meet producer responsibilities.
		2. indicate what producer-roles they would like to have in the future.	2. describe two producer roles they would like to have in the future world of work--one as an employer and one as an employee.
		3. predict their rights in those producer roles.	3. a) predict two of their rights as an employer (i.e., rights of: reward--intrinsic and extrinsic, cooperation from employees, compliance of buyers with their contracts, etc.) b) predict two of their rights as an employee (i.e., rights of: respect, reward--intrinsic and extrinsic, cooperation from employers, compliance with their contract, etc.).
		4. predict their responsibilities in those producer roles.	4. a) predict three of their responsibilities as an employer (i.e., responsibility to: comply with employees contracts; cooperate with buyers and employees; pay taxes; provide adequate materials, work environment, and services for emplyees; etc.) b) predict three of their responsibilities as an employee (i.e., responsibility to: cooperate with fellow workers, supply their best effort toward successful task accomplishment, understand how to accomplish the task, pay taxes, comply with their part of the contract, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
12th Grade	(continued)		* demonstrate observable behaviors (i.e., meet their present producer responsibilities and appreciate present producer rights, demonstrate recognition responses or indicate upon request how producer rights and responsibilities might affect them in the future, etc.).

Content: VI. Valuing and Decision-Making

Goal: A. Students will develop and incorporate an understanding of how values affect their lives.

Role(s): Individual, Learner, Citizen, Consumer, Producer

Objective: 1. Students will be aware of values and their effects.

Grade	Competency	Performance Indicators	Suggested Performance Levels
Kindergarten	Students will describe people and activities they enjoy.	Students are able to: 1. describe people they enjoy being with. 2. describe activities they enjoy taking part in.	Students are able to: 1. a) identify two people they enjoy being with b) describe why they enjoy being with those two people. 2. a) identify two activities they enjoy taking part in b) describe why they enjoy those two activities.
1st Grade	Students will describe a variety of things that are important to them.	Students are able to: 1. describe what "important" means. 2. describe some things that are important to them. 3. discuss why those things are important to them.	Students are able to: 1. define important in their own words (i.e., something that means alot, etc.). 2. describe two things that are important to them (i.e., this can include ideas, people, places, actions, or objects). 3. using the examples from #2, tell why their choices are important to them (i.e., they love those persons, object or action makes them feel happy, person takes care of them, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
2nd Grade	Students will recognize that what is important to them may not be important to others.	Students are able to: 1. review what is important to them. 2. describe some things that are important to others but are not important to them. 3. describe some things that are important to them but are not important to others.	Students are able to: 1. describe three things (ideas, people, places, actions, or objetcs) that are important to them. 2. a) identify two persons who are close to them (i.e., parents, siblings, friend, teacher, etc.) b) describe one thing each that is important for the persons identified in #2a. 3. using the examples identified in #3a, describe one thing that is important to them but is not important to the two other persons.
3rd Grade	Students will describe how what is important to others influences what is important to them.	Students are able to: 1. identify persons they care about and/or who have authority over them. 2. describe some ideas, behavior, persons or things that are important to these persons. 3. discuss how what is important to these persons influences what is important to them.	Students are able to: 1. identify three persons they care about and/or who have authority over them (i.e., close friend, parent, teacher, policeman, etc.). 2. describe one important idea, behavior, person, or thing for each of the persons identified in #1. 3. using the information from #1 and #2, discuss how what is important to them has been influenced by what is important to others (i.e., others encouraged their interest in an activity, authority-figure taught them to respect certain behaviors, etc.).
4th Grade	Students will define "values" and describe their own values.	Students are able to: 1. define value.	Students are able to: 1. define a value as something that is very important to a person.

Grade	Competency	Performance Indicators	Suggested Performance Levels
4th Grade	(continued)	2. describe a variety of values.	2. describe three values that other people appear to have (i.e., wealth, education, love, fun activities, etc.).
		3. describe some of their own values.	3. describe two of their own values.
5th Grade	Students will describe how their values influence what they do.	Students are able to:	Students are able to:
		1. provide examples of their values.	1. provide two examples of things they value.
		2. provide examples of their various activities.	2. provide three examples of their favorite activities (i.e., at home, school, neighborhood, etc.).
		3. discuss how their values influence what they do.	3. include in their discussion examples of how the values from #1 can influence the activities identified in #2.
6th Grade	Students will define "attitudes" and "beliefs" and describe the effects attitudes and beliefs have on their decisions and goals.	Students are able to:	Students are able to:
		1. define attitude.	1. define attitude as a mood or feeling toward something, usually in positive or negative terms.
		2. define belief.	2. define belief as a very strong mood or feeling toward something, usually in positive or negative terms.
		3. describe the effects attitudes and beliefs have on their ability to decide and to set goals.	3. a) describe how attitudes affect their ability to decide more than having no opinion at all b) describe how beliefs affect their ability to decide more than attitudes c) discuss one way their values contribute toward their goal decisions (i.e., a goal becomes something that is important to them, something they value; the feelings, interests, and capabilities that influence goal setting or hold value for them; etc.).

Objective: 2. Students will demonstrate a growing understanding of the values of themselves and others and the effects of those values.

Grade	Competency	Performance Indicators	Suggested Performance Levels
7th Grade	Students will compare and contrast others' values.	Students are able to: 1. provide examples of others' values. 2. compare and contrast others' values. 3. analyze why others may have differing values.	Students are able to: 1. provide two examples of things others seem to value (i.e., money, education, having fun, love, etc.). 2. base their comparisons upon: • whether values seem to be directed inwardly (getting for oneself) or directed outwardly (doing things for others) • if values are action-oriented or object-oriented. 3. include two reasons in their analysis (i.e., parental influence, deprivation or excess while growing up, self-satisfaction, etc.). * demonstrate observable behaviors (i.e., demonstrate respect for others' values, exhibit recognition responses or indicate upon request that others may have values different from their own for a variety of reasons, etc.).
8th Grade	Students will analyze the effects of people having different beliefs and values.	Students are able to: 1. discuss the benefits of people having different beliefs and values. 2. discuss the problems that can be associated with people having different beliefs and values.	Students are able to: 1. discuss two benefits of people having different beliefs and values (i.e., greater diversification, more choices available, more interesting, etc.). 2. discuss two problems that can be associated with people having different beliefs and values (i.e., more difficulty in communication, more difficult choices, more conflicts, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
8th Grade	(continued)	3. explain how the diversity of others' beliefs and values affect them personally.	3. include in their explanation how the diversity of others' beliefs and values has affected their: • feelings • ability to communicate • choice of associates. * demonstrate observable behaviors (i.e., interact acceptably with those persons having different values and beliefs, begin to search out how they believe about different subjects instead of being continually swayed by others, demonstrate recognition responses or indicate upon request how persons with differing beliefs have affected their lives, etc.).
9th Grade	Students will describe and prioritize their values.	Students are able to: 1. describe their values. 2. prioritize (rank) their values. 3. evaluate the ranking of their values.	Students are able to: 1. describe five values. 2. *rank their values, placing the most important first, etc. 3. include in their evaluation an explanation of why one value holds more importance than another (i.e., parental influence, peer influence, deprivation or excess while growing up, self satisfaction, etc.).
10th Grade	Students will predict how their values will influence their life styles.	Students are able to: 1. analyze how values affect life styles.	Students are able to: 1. a) review the meaning of life style: the distinctive way in which someone lives b) review the meaning of a value: something that is very important to a person c) include in their analysis: • life styles are directed around desired goals • desired goals are determined by what is valued • one example of how values and life styles are directly related.

Grade	Competency	Performance Indicators	Suggested Performance Levels
10th Grade	(continued)	2. provide examples of their values. 3. predict the effect their values will have on their future life styles.	2. provide two examples of actions or things they value. 3. include in their prediction: • a description of a possible future lifestyle • at least one example of possible effects of each value described in #2 on that future life style. * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request how their values have influenced their present life style; exhibit satisfaction with the compatibility of their values with their life style, etc.).

Objective: 3. Students will understand how values affect their lives.

Grade	Competency	Performance Indicators	Suggested Performance Levels
11th Grade	Students will analyze how values affect their decision and actions in their various life roles.	Students are able to: 1. analyze how values (theirs and others') affect their decisions. 2. analyze how values (theirs and others') affect their actions.	Students are able to: 1. a) analyze how their values affect their decisions (i.e., more conviction, less flexibility, greater concern over the outcome, etc.) b) analyze how others' values affect their decisions (i.e., parental influences affect them, peer pressure, the values of legislators affect the laws they decide aobut, etc.). 2. a) analyze how their values affect their actions (i.e., the greater the conviction, the more one will risk taking action) b) analyze how others' values affect their actions (i.e., in response according to their own values: risking action against values they strongly disagree with, risking action in agreement with another's values.)

Grade	Competency	Performance Indicators	Suggested Performance Levels
11th Grade	(continued)	3. provide examples of how their values affect their decisions and actions in their various life roles.	3. a) review their various life roles: personal, family member, learner, citizen, consumer, and producer b) provide one example for each life role of how their values affect their decisions and actions in those roles.
			* demonstrate observable behaviors (i.e., exhibit decisions and actions which appear to be consistent with their professed values, etc.).
12th Grade	Students will summarize the importance of understanding their attitudes and values and how those attitudes and values affect their lives.	Students are able to:	Students are able to:
		1. analyze why it is important to understand and evaluate their attitudes and values.	1. include in their analysis a discussion of: • the influence attitudes and values have upon their decisions and actions • the influence attitudes and values have on others' lives • that attitudes and values may change as they learn and mature.
		2. analyze the benefits of understanding how attitudes and values affect their lives.	2. include two or more examples of benefits in their analysis (i.e., inner peace regarding why they decide the way they do, more rational decisions and actions because of forethought regarding what is important to them, more directed lives as the result of planned decisions instead of random ones, etc.).
		3. explain how their attitudes and values will affect their future lives.	3. explain two ways their attitudes and values will affect their future lives (i.e., in job choice, choice of a life-partner, family planning, aging adjustment, etc.).
			* demonstrate observable behaviors (i.e., exhibit a "value pattern" that is their own rather than continually changing values to fit into someone else's expectations, demonstrate decisions and actions that are consistent with their professed values, show an ability to reevaluate their values as they learn and mature, etc.).

Content: VI. Valuing and Decision-Making

Goal: B. Students will develop and incorporate an understanding of the decision-making process.

Role(s): Individual, Learner, Citizen, Consumer, Producer

Objective: 1. Students will be aware of decisions and the decision-making process.

Grade	Competency	Performance Indicators	Suggested Performance Levels
Kindergarten	Students will describe choices they make.	Students are able to: 1. identify what a choice is. 2. describe various choices they make.	Students are able to: 1. define choice as picking or deciding on something; a selection. 2. describe two choices they make (i.e., what to play with, what to play at recess, etc.).
1st Grade	Students will recognize that everyone has to make choices.	Students are able to: 1. describe choices that their family members make. 2. describe choices that are made at school. 3. describe choices that others around them make.	Students are able to: 1. a) describe two choices their parents (guardians) make b) describe one choice their siblings (if any) make c) describe two choices that they make. 2. a) describe two choices that students make b) describe one choice that teachers make c) describe one choice that principals make. 3. a) choose two other persons they know (one adult and one child) b) describe one choice that each of the persons named in #3a make.
2nd Grade	Students will describe those things they have learned which aid in making choices.	Students are able to: 1. describe ways of behavior they have learned that help in making choices.	Students are able to: 1. a) describe two ways of behavior they have learned at home, school, church, etc. (i.e., manners, not to hit, to share or take turns, etc.)

Grade	Competency	Performance Indicators	Suggested Performance Levels
2nd Grade	(continued)	1. (continued)	1. b) describe how these two ways of behavior can help in making choices (i.e., decide to ask politely for a toy instead of grabbing, decide to make someone happy by sharing, etc.).
		2. describe attitudes toward others they have learned that help in making choices.	2. a) describe one attitude toward others that they have learned at home, school, church, etc.(i.e., respect for others, others are important too, etc.) b) describe how this attitude toward others can help in making a choice (i.e., saying hello instead of ignoring someone, showing appreciation when someone does something nice, etc.).
3rd Grade	Students will describe their thought processes before a decision is made.	Students are able to: 1. describe what they think about before making a decision.	Students are able to: 1. a) define a decision as making a choice or judgment b) describe one decision they have had to make c) describe what they thought about before making that decision.
		2. recognize if their thoughts before making a choice have any consistent pattern.	2. describe the pattern of their thinking before making a decision (i.e., knowing the problem, thinking of possible answers, imagining what would happen if they chose different answers, choose the answer that seems best to them).
4th Grade	Students will describe the decision-making process.	Students are able to: 1. define the decision-making process.	Students are able to: 1. define the decision-making process as a series of sequential steps leading to a decision.

Grade	Competency	Performance Indicators	Suggested Performance Levels
4th Grade	(continued)	2. describe the six steps involved in the decision-making process.	2. describe the following six steps that make up the decision-making process: • identification of the decision to be made • information gathering • determination of values and opinions • generating and reviewing alternatives • reviewing possible consequences and risks • choosing an alternative (making the decision).

Objective: 2. Students will demonstrate a growing understanding of the steps involved in the decision-making process.

Grade	Competency	Performance Indicators	Suggested Performance Levels
5th Grade	Students will describe the necessity of specifically identifying the decision to be made.	Students are able to: 1. tell that identifying the decision to be made is the first step of the decision-making process.	Students are able to: 1. a) review the decision-making process: • identification of the decision to be made • information gathering • determination of values and opinions • generating and reviewing alternatives • reviewing possible consequences and risks • choosing an alternative (making the decision) b) describe what it means to identify the decision to be made (i.e., isolating the specific problem, goal, or judgment to be decided upon.
		2. describe the process of specifically identifying the decision to be made.	2. a) describe the steps involved in the process of identifying the decision to be made: • identify the major decision to be made • determine if this major decision can be broken down into smaller decisions that should be made • determine the order of the smaller decisions to be made

Grade	Competency	Performance Indicators	Suggested Performance Levels
5th Grade	(continued)	2. (continued)	2. b) recognize that this process of identification often occurs without conscious effort for even their smallest decisions (i.e., deciding what to wear in the morning: deciding what is acceptable dress for where they are going, deciding what is appropriate considering the weather, deciding what is appealing to their taste in clothes or mood, etc.).
		3. describe some results if the decision to be made is not specifically identified.	3. describe two results if the decision to be made is not specifically identified (i.e., confusion, sidetracked from major decision or goal, feelings of being overwhelmed by too large of a decision, etc.). * demonstrate observable behaviors (i.e., exhibit a beginning ability to specifically identify decisions they must make, show a willingness to make decisions, etc.).
6th Grade	Students will discuss how gaining more information increases their alternatives.	Students are able to: 1. explain the effects that gathering information has on their alternatives for a decision.	Students are able to: 1. include in their explanation that gathering information about a decision • increases their number of alternatives • aids in more complete knowledge about alternatives for better evaluation concerning risks and consequences.
		2. explain methods of gathering information about a decision.	2. include in their explanation three examples such as: • their own past experiences • listening to others tell about their past experiences and ideas • reading (i.e., reference materials, related books, etc.) • observation of others dealing with similar problems.

Grade	Competency	Performance Indicators	Suggested Performance Levels
6th Grade	(continued)		* demonstrate observable behaviors (i.e., exhibit a willingness to learn about gathering information in order to make decisions, shows a beginning desire to have many alternatives before making a decision, etc.).
7th Grade	Students will describe the importance of examining their values and opinions when making a decision.	Students are able to: 1. describe the effects of values and opinions upon the decision-making process.	Students are able to: 1. a) review the definitions of opinion (inclination or feeling toward something) and value (a very strong feeling about something) b) describe two effects of values and opinions on the decision-making process (i.e., everyone views the world differently and decisions are based on their view of the world, more conviction and confidence exists when a decision is based on a value, they tend to own their decision when it is based on their opinions or values, etc.).
		2. describe the effects when one's own values and opinions are not considered in the decision-making process.	2. describe two effects when one's own values and opinions are not considered in the decision-making process (i.e., person deciding tends to have less conviction, confidence, feelings of decision-ownership, satisfaction with the results, etc.).
		3. describe some examples of decisions that rely on consideration of values and opinions.	3. describe three examples of decisions that rely on consideration of values and opinions (i.e., decision to lie/value of honesty; decision to use dope/value of one's own health; decision to kill/value of human life; decision to cut classes/value of an education, etc.). * demonstrate observable behaviors (i.e., exhibits a willingness to examine their decisions in light of their opinions and values, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
8th Grade	Students will analyze the importance of the concepts of generating alternatives and assessing the consequences and risks of each before making a decision.	Students are able to: 1. analyze what might happen if a decision needed to be made and alternatives were not generated and the consequences not assessed beforehand.	Students are able to: 1. include in their analysis: • an example of a decision to be made • a description of what might happen if they acted on the first alternative rather than generating several alternatives • a description of what might happen if consequences of the alternatives were not assessed beforehand.
		2. evaluate the benefits of generating alternatives and assessing the consequences of each before making a decision.	2. include in their evaluation such examples as: • encourages a closer look at all aspects of the decision • allows for the best possible choice to be made • allows for a broader view of the consequences • allows for better assessment of the risk involved • allows for a broader view of exactly who the alternatives would affect.
		3. describe the benefits of distinguishing between alternatives that involve varying degrees of risks.	3. a) review the meaning of risk: taking a chance that things will not work out like they want them to; exposing to harm or loss b) discuss those factors that tend to influence a person's perception of the degree of risk: • the greater the number of alternatives, then the more complete range of the view of risk involvement • the amount of risk connected to an alternative is dependent on who perceives that alternative (what is risky to one person may not be to another)

Grade	Competency	Performance Indicators	Suggested Performance Levels
8th Grade	(continued)	3. (continued)	3. b) (continued) • examples of factors that influence a person's perception of the degree of risk include past experiences, related experiences of self or others, increase in learning experiences, maturity and growth, etc. c) describe two benefits of assessing the risk involved for each alternative before making a decision (i.e., person deciding is more confident, more accepting of the actual risk involved, prepared to undertake only the amount of risk that can be handled, etc.). * demonstrate observable behaviors (i.e., exhibits a beginning willingness to consider risks and increase alternatives when making a decision, etc.).
9th Grade	Students will describe the importance of reviewing the consequences of similar past decisions before making their final choice in the decision-making process.	Students are able to:	Students are able to:
		1. discuss the importance of reviewing the consequences of similar decisions they have made in the past before making their present final decision.	1. include in their discussion the importance of the following: • determine the extent of similarity to their present situation • determine the differences involved between the two decisions • determine if the consequences of the past decision were acceptable or unacceptable • determine if the risks involved for the same consequences happening again are acceptable or unacceptable.
		2. discuss the importance of reviewing the consequences of similar decisions others have made before making their present final decision.	2. include in their discussion the importance of the following: • determine to what extent others' situation, values, etc., are similar to theirs • determine the differences between the two decisions, the persons deciding, etc.

Grade	Competency	Performance Indicators	Suggested Performance Levels
9th Grade	(continued)	2. (continued)	• determine if the consequences of others' similar past decisions were acceptable or unacceptable to them • determine if the risks involved for the same consequences happening again are acceptable or unacceptable
		3. describe how reviewing the consequences of similar past decisions is an extension of information-gathering.	3. review the methods of gathering information: • reading • their own past experiences • listening to others tell about their past experiences and ideas • observations of others dealing with similar problems. * demonstrate observable behaviors (i.e., exhibit a willingness to begin examining their and others' past decisions that are similar to decisions they are presently making, etc.).
10th Grade	Students will analyze the decision-making process used by others.	Students are able to:	Students are able to:
		1. explain how others appear to make their decisions.	1. explain two examples of how others appear to make their decisions (i.e., forethought/ no forethought, consideration for others/ no consideration, etc.).
		2. evaluate their methods of decision-making.	2. evaluate the methods described in #1 as to: • effectiveness of decisions • consistent pattern in making decisions • satisfaction with their decisions.
		3. contrast others' decision-making processes with the basic decision-making model.	3. using the examples from #1, include in their comparison whether or not they: • identify the problem or goal • gather information • determine values and opinions • generate and review alternatives • review possible consequences and risks • choose an alternative (make the decision).

Grade	Competency	Performance Indicators	Suggested Performance Levels
10th Grade	(continued)		* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request what type of decision-making processes others use, etc.).
11th Grade	Students will evaluate the results when a systematic decision-making process is not used.	Students are able to: 1. describe some non-systematic methods of decision-making.	Students are able to: 1. describe two non-systematic methods of decision-making (i.e., impulsivity, doing nothing and leaving the situation to chance, asking or letting someone else make the decision, etc.).
		2. evaluate the consequences of not using a systematic decision-making process.	2. include two of the following examples in their evaluation and describe how those consequences would make them feel: • decision would possibly not be the best one for them because it would not take into account their characteristics, capabilities, or values • they would lose ownership of the decision and therefore self-esteem • they would become reactive to the problem with little control over their environment.
		3. describe a situation when they did not use a systematic decision-making process.	3. a) describe a situation when they did not use a systematic decision-making process b) describe the process that was used c) describe the results of that situation when they did not use a systematic decision-making process.
			* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request how not using systematic decision-making process affects them, etc.).

Objective: 3. Students will understand the decision-making process and how it can be used effectively.

12th Grade	Students will analyze how the decision-making process can be used effectively by themselves and others.	Students are able to:	Students are able to:
		1. describe the decision-making process that others appear to use.	1. a) review the decision-making process: • identification of the decision to be made • information gathering • determination of values and opinions • generating and reviewing alternatives • reviewing possible consequences and risks • choosing an alternative (making the decision) b) choose two persons of different ages and describe the decision-making process they appear to use c) indicate whether the processes described in #1b appear to be effective or not.
		2. describe feelings and outcomes that indicate whether or not the decision-making process is effective.	2. describe four of the following example feelings and outcomes that indicate whether or not the decision-making process is effective: • satisfaction with the consequences of the decision • feelings of self-esteem and confidence • feelings of decision ownership and control over their lives • consequences of the decision occur as expected the majority of the time • feelings of conviction concerning their decision.

Grade	Competency	Performance Indicators	Suggested Performance Levels
12th Grade	(continued)	3. analyze whether or not their decision-making process is effective for them and indicate how it could be made more effective.	3. a) include the following points in their analysis: • description of the basic steps of their personal decision-making process • evaluation of their decision-making process as effective or ineffective (see #2 for examples of feeling and outcome that indicate effectiveness) • indication of which steps (if any) in their decision-making process they would like to change and how they plan to make those changes b) explain two ways an effective decision-making process can affect their future roles (i.e., personal health, family life and style, job choice, etc.). * demonstrate observable behaviors (i.e., exhibits a willingness to systematically make decisions, shows a willingness and attempt to improve the weak areas in their decision-making process, etc.).

Content: VI. Valuing and Decision-Making

Role(s): Individual, Learner, Citizen, Consumer, Producer

Goal: C. Students will develop and incorporate the ability to implement the decision-making process and to understand the effects of past decisions on their present decisions.

Objective: 1. Students will be aware of making decisions and how their lives are influenced by decisions.

Grade	Competency	Performance Indicators	Suggested Performance Levels
Kindergarten	Students will describe decisions they make by themselves.	Students are able to:	Students are able to:
		1. describe different decisions in their lives.	1. a) define decision as a choice; making a selection b) describe three different decisions in their lives, made by themselves and/or others (i.e., whether to go to school or not, what to eat, what to wear, where to play, etc.).
		2. identify those decisions they make by themselves.	2. identify two decisions they make by themselves (i.e., what to wear, what to play, who to play with, etc.).
1st Grade	Students will recognize which decisions are difficult for them.	Students are able to:	Students are able to:
		1. describe some of their choices and decide if they are easy to make or difficult to make.	1. a) describe two choices they make (i.e., what to wear, what to eat, how to act with others, what to play, etc.) b) tell if those two choices are easy to make or difficult to make.
		2. describe how they feel when they have to make a difficult decision.	2. describe how they felt when they had to make a difficult decision (i.e., tense, angry, frightened, etc.).
		3. recognize any consistent pattern in those decisions that are difficult to make.	3. a) name two situations where they had to make difficult decisions b) recognize if there is any consistent pattern in what decisions are hard for them to make (i.e., regarding food, regarding how to respond to the way others are, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
2nd Grade	Students will recognize why some choices are made for them; they can accept those choices and make their own decisions when appropriate.	Students are able to:	Students are able to:
		1. identify those choices that are made for them by others.	1. a) identify two choices that are made for them by others b) identify who makes those two choices (i.e., parent, teacher, older sibling, etc.).
		2. recognize why those choices are made for them by others and accept those times when others must make decisions for them.	2. a) provide one reason why choices sometimes must be made for them (i.e., older person knows more about what might happen or what looks best, etc.) b) describe two situations where they know it is important to have an older person make the decision (i.e., situations regarding safety, emergency care, foresight into the future, etc.) c) describe how they act when they accept decisions others must make for them.
		3. determine when it is appropriate to make their own decisions.	3. determine two occasions when it is appropriate for them to make their own decisions (i.e., what to play at recess, dressing, playing with others safely, etc.).
3rd Grade	Students will describe why they might want to change a decision and recognize when it is or is not possible to make that change.	Students are able to:	Students are able to:
		1. describe why they might want to change a decision.	1. describe two reasons why they might want to change a decision (i.e., unexpected changes in circumstances; consequences of a decision turn out differently, so the decision unexpectedly affects others, etc.).
		2. identify times when it is not possible to change decisions.	2. identify one time when it would not be possible to change a decision (i.e., others have already been affected, too much time has elapsed, etc.).
		3. identify times when it may be possible to change decisions.	3. identify one time when it might be possible to change a decision (i.e., before anyone has been affected, before much time has elapsed, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
4th Grade	Students will describe how their lives have been influenced by decisions they and other have made.	Students are able to: 1. describe some decisions they have made. 2. describe some decisions others have made. 3. discuss how these decisions have influenced their lives.	Students are able to: 1. describe two decisions they have made in the past. 2. describe two decisions made by persons having authority (i.e., parents, teachers, government leaders, etc.). 3. using the examples from #1 and #2, include if or how these decisions influenced their lives physically, intellectually, emotionally, and/or socially.

Objective: 2. Students will demonstrate a growing ability to implement the decision-making process and to examine the effects of decisions.

5th Grade	Students will identify a major decision to be made and determine the smaller decisions required as part of the larger decision.	Students are able to: 1. identify a major decision they think they will need to make. 2. determine the smaller decisions involved as part of making the larger decision.	Students are able to: 1. identify the following as the major decision they will think they will need to make: what job they want to do when they grow up. 2. determine three smaller decisions involved as part of deciding what job they want to do when they grow up (i.e., deciding on their interests, deciding on the education required for a job, deciding on the availability of a job, deciding on how to learn or practice the skills of a job, etc.). * demonstrate observable behaviors (i.e., exhibit a growing ability to specifically identify decisions--small and large--that they must make, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
6th Grade	Students will generate and increase the alternatives to a specific decision by gaining more information about the decision.	Students are able to: 1. discuss the value of having as many alternatives as possible to choose from while making a decision. 2. explain the methods they can use to generate alternatives. 3. compare the alternatives to a decision before gathering information and after gathering information about that decision.	Students are able to: 1. discuss how having a large number of alternatives: • encourages a close look at all aspects of the decision • allows for the best possible choice to be made • allows for a broader view of the range of consequences. 2. include in their explanation two examples (i.e., brainstorming, using alternatives generated for similar past decisions, getting opinions from others, etc.). 3. *a) select a specific decision to be made *b) generate alternatives immediately using the methods from #2 *c) gather a variety of information about the decision to be made *d) generate alternatives again *e) compare their ability to generate and assess alternatives before gathering information and after gathering information (i.e., more alternatives, better quality alternatives, more complete knowledge concerning risks and consequences, etc.).
7th Grade	Students will describe decisions they have made that were based on their values and opinions.	Students are able to: 1. specify their values and opinions. 2. explain decisions they have made that were based on those values and opinions.	Students are able to: 1. identify one opinion and one important value. 2. a) describe a decision that was influenced by the opinion identified in #1 b) describe a decision that was based on the value identified in #1.

Grade	Competency	Performance Indicators	Suggested Performance Levels
7th Grade	(continued)	3. evaluate the difference of decisions based on values as opposed to decisions based on opinions.	3. using the examples from #2, include in their evaluation: • a comparison regarding the convictions behind the decisions • a comparison concerning the attitude of flexibility after making the decisions • a comparison of the anxiety levels concerning the outcomes of their decisions. * demonstrate observable behaviors (i.e., exhibit the ability to make decisions that are usually consistent with their present value system, etc.).
8th Grade	Students will consider the consequences and risks involved for various alternatives to a specific decision.	Students are able to: 1. generate alternatives for a specific decision.	Students are able to: 1. *a) specify a decision to be made *b) gather information concerning the decision *c) generate two or more alternatives for that decision.
		2. determine the consequences and assess the risks involved for each alternative.	2. a) determine a possible consequence for each alternative generated in #1 b) explain that risk means taking a chance that things will not work out like they want them to; exposing to harm or loss *c) assess the risk involved with each alternative from #1.
		3. contrast the varying degrees of risk associated with the alternatives.	3. *a) contrast the varying degrees of risk associated with each alternative from #1 *b) rank the alternatives from #1 according to the degree of risk (greatest amount of risk first...least amount of risk last).

Grade	Competency	Performance Indicators	Suggested Performance Levels
9th Grade	Students will identify past decisions and analyze how those decisions affect their present decisions and will affect their future decisions.	Students are able to: 1. analyze how past decisions made by their families influence their present decisions and could influence their future decisions.	Students are able to: 1. a) provide three examples of past decisions made by their families (i.e., parental decisions--where to live, goals that are important to strive for, what activities outside the family to take part in; sibling decisions--how to treat younger siblings, the goals that are important to them, etc.) b) using the examples from #1a, include in their analysis such things as the influence past family decisions have had on: • their willingness to model present or future decisions after family decisions concerning goals and activities • their ability to physically act • the circumstances or environment in which their actions take place • actions in response to family treatment.
		2. analyze how past legal decisions influence their present decisions and could influence their future decisions.	2. a) provide two examples of laws or judicial decisions that affect their lives b) using two examples from #2a, include in their evaluation the influence these laws have on: • their ability to decide • the consequences of their decisions • the affects of their decisions on others.
		3. analyze how their own past decisions influence their present decisions and will influence their future decisions.	3. a) provide two examples of some long-range decisions they have made (i.e., to attend college or not, what classes to take, what leisure activities to take part in, etc.) b) provide one example of a related decision they are presently facing c) predict two decisions they may have to face in the future (i.e., job choice, where to live, involvement in social activities, etc.)

Grade	Competency	Performance Indicators	Suggested Performance Levels
9th Grade	(continued)	3. (continued)	3. d) using their examples from above, include in their analysis how their decisions: • have limited and/or may limit their present and future choices • have limited and/or may expand their present and future choices. * demonstrate observable behaviors (i.e., exhibit a willingness to consider similar or relating past decisions and their results when having to make a present decision, etc.).
10th Grade	Students will analyze the consequences of decisions that others make.	Students are able to: 1. specify a decision that someone else has made. 2. analyze the consequences of that decision for the decision-maker. 3. analyze the consequences of that decision for themselves or any others involved with the decision-maker.	Students are able to: 1. specify and describe a major decision that someone has made. 2. include in their analysis examples of: • the external consequences for the decision-maker (i.e., direct change or event, praise, tangible rewards, etc.) • the internal consequences for the decision-maker (i.e., feelings of pride/feelings of inferiority; increased willingness to risk/withdrawal, etc.). 3. include in their analysis examples of: • the external consequences for themselves or others (i.e., direct change or event, involvement with the decision-maker, etc.) • the internal consequences for themselves or others (i.e., respect fot the decision-maker/anger towards the decision-maker; increased knowledge concerning right or wrong choices to make in similar circumstances, etc.). * demonstrate observable behaviors (i.e., demonstrates a willingness to consider the consequences of similar decisions that others made before making a present decision, etc.).

Objective: 3. Students will implement the decision-making process and understand the effects of past decisions on their present decisions.

11th Grade	Students will provide examples and evaluate their present ability to generate alternatives, gather information, and assess the consequences in the decisions they make.	Students are able to: 1. provide examples of their ability to carry out every step of the decision-making process.	Students are able to: 1. *a) specify an important decision to be made *b) show and/or explain how they follow each step in the decision-making process: • identification of the problem or goal • information gathering • determination of values of opinions • generating and reviewing alternatives • reviewing possible consequences • choosing one alternative over the others (making the decision).
		2. evaluate their present ability to generate alternatives, gather information, and assess the consequences in the decisions they make.	2. in their evaluation of their ability to generate alternatives, gather information, and assess consequences, include their judgments regarding: • the effectiveness of their ability in these three areas • their self-satisfaction with their ability in these three areas • the way they use these three areas to work together to reach the best decision possible.
		3. analyze how they have changed, improved, and/or still need to carry out the entire decision-making process.	3. a) describe how they used to make decisions ten years ago b) analyze how they have changed and improved in their decision-making skills based on the decision-making steps of the process *c) determine if there are any areas in the decision-making process that need improvement and discuss how they plan to improve that area.

Grade	Competency	Performance Indicators	Suggested Performance Levels
12th Grade	Students will implement the decision-making process when making decisions in their various life roles.	Students are able to:	Students are able to:
		1. explain the decision-making process.	1. explain the different ways that they: • identify the problem or goal • gather information • determine values and opinions • generate and review alternatives • review possible consequences • assess risks • choose an alternative (make the decision).
		2. describe the types of decisions they have to make in their various life roles.	2. describe one type of decision for each of their life roles (i.e., health decision, family decision, decision concerning education, community decisions, decisions when buying goods, decisions on the job, etc.).
		3. evaluate how well they use the decision-making process when making a decision.	3. evaluate their ability to use the decision-making process as to: • effectiveness of their decisions • following the six steps of the process consistently • self-satisfaction concerning their decisions.
		4. analyze how they may improve their decision-making processes.	4. include in their analysis: • which of the six steps in the decision-making process they are weak in • what they presently are doing that is ineffective • what they should do in order to strengthen their weak area(s).
			* demonstrate observable behaviors (i.e., exhibits the ability to generally use an effective decision-making process, demonstrates a willingness and attempt to improve any weak areas in their decision-making process, etc.).

Content: VII. Achievement Motivation

Goal: A. Students will develop and incorporate skill in planning and setting goals.

Role(s): Individual, Learner, Citizen, Consumer, Producer

Objective: 1. Students will be aware of the planning process and goals they have achieved.

Grade	Competency	Performance Indicators	Suggested Performance Levels
Kindergarten	Students will describe what job they desire to do when they "grow up."	Students are able to: 1. name several different jobs. 2. describe what a "grown-up" is and name some grown-ups they know. 3. describe some jobs they might like to do when they grow up.	Students are able to: 1. name three different jobs (i.e., teacher, doctor, fireman, pilot, veterinarian, etc.) 2. a) describe in their own words what a grown-up is (i.e., an adult, a person who is bigger and older, etc.) b) name two grown-ups they know (one should not be a parent or guardian). 3. describe two jobs (first choice and second choice) they might like to do when they grow up.
1st Grade	Students will recognize that there are different ways for getting tasks accomplished.	Students are able to: 1. describe some tasks they have done. 2. describe different ways that they could accomplish tasks. 3. recognize the two different approaches to getting a task done.	Students are able to: 1. describe two tasks they have done (i.e., getting dressed for school, setting the table, feeding a pet, etc.). 2. a) describe how they do the tasks identified in #1 b) describe a different way they could use to accomplish each task identified in #1. 3. recognize that there are two different approaches to getting things done: • thinking about it beforehand and planning and preparing ahead what to do • just doing the task without really thinking about it.

Grade	Competency	Performance Indicators	Suggested Performance Levels
2nd Grade	Students will describe a work activity they have to do and the way they get that activity done.	Students are able to: 1. describe a work activity they do.	Students are able to: 1. describe one work activity they are responsible for (i.e., feeding a pet, doing an arithmetic paper, making their bed, etc.).
		2. describe any planning they do to accomplish their work activity.	2. describe the planning involved for accomplishing the work activity identified in #1 (i.e., planning when to carry out the work activity, planning what materials to use, etc.).
		3. describe the steps they take in getting their work activity done.	3. describe the steps they take in getting the work activity identified in #1 done.
3rd Grade	Students will describe the trail-and-error approach to a task.	Students are able to: 1. define trial-and-error.	Students are able to: 1. define trial-and-error as randomly trying different ways of doing something until the right way is found.
		2. describe a trial-and-error approach to different tasks.	2. a) describe two different tasks (i.e., feeding a pet, doing an assignment, making a bed, setting the table, etc.) b) describe a trial-and-error approach to the tasks identified in #2a (i.e., feeding a pet/feeding any amount or any kind of food until the right combination is found, setting the table/putting dishes on one at a time before finding out what is to be served, etc.).
		3. describe some results of a trail-and-error approach to a task.	3. describe one result of the trial-and-error approach for each of the examples in #2 (i.e., feeding the pet/an ill pet; setting the table/extra energy required to change dishes if soup is served instead of meatloaf; etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
4th Grade	Students will describe the planning process and compare it to the trial-and-error approach.	Students are able to:	Students are able to:
		1. define the planning process.	1. a) define the planning process as thinking ahead of time about how to do something; preparing before doing; outlining how and when a task should be done; etc. b) describe two examples of things that are considered during planning (i.e., efficiency, time, money, quality of outcome, etc.).
		2. describe the planning approach and the trial-and-error approach to getting a task done.	2. a) describe a task they need to do b) describe a trial-and-error approach to doing that task c) describe a planning approach to doing that task.
		3. compare the planning approach to the trial-and-error approach to task accomplishment.	3. include the following points in their comparison: ● the time involved for task completion is less with planning (unless by chance the first trial succeeds) ● planning is more efficient (less waste of materials, energy, money, effort, etc.) ● planning usually results in a better quality product or outcome ● planning results more often in a successfully completed task than does the trail-and-error approach.
5th Grade	Students will define the meaning of "goal" and describe some goals they have achieved.	Students are able to:	Students are able to:
		1. define the meaning of "goal."	1. define "goal" as something they are aiming for and striving to achieve; something desired, etc.
		2. describe some goals they have now.	2. describe two goals they presently have (i.e., to get a good grade in math, to go to college, to get a job as a jockey, to own a motorcycle, etc.).

Grade	Competency	Performacne Indicators	Suggested Performance Levels
5th Grade	(continued)	3. describe some goals they have already achieved.	3. a) describe one goal they achieved before they started to school (i.e., walking, learning to count, spelling their name, etc.) b) describe two goals they have achieved while in school (i.e., to own a bicycle, to get a good grade in science, to learn to read, etc.).

Objective: 2. Students will demonstrate an understanding of the skills involved in planning and setting goals.

6th Grade	Students will predict five goals they would like to achieve within five years.	Students are able to:	Students are able to:
		1. define goal, immediate goal, and long-range goal.	1. a) review the meaning of goal as something they aim for and strive to achieve; something desired b) define immediate goal as a goal they expect of desire to achieve in the very near future (i.e., within hours, days, months) c) define long-range goal as a long-term goal they are striving for in the distant future (i.e., years).
		2. predict several goals for the future.	2. brainstorm and predict ten goals (both immediate and future goals).
		3. choose five goals they would like to achieve within five years.	3. *choose five goals they would like to achieve within five years.
7th Grade	Students will describe ways they have seen others use planning, the trial-and-error approach, and goal-setting.	Students are able to:	Students are able to:
		1. review what planning, trial-and-error, and goal-setting mean.	1. a) describe planning as the process of thinking ahead about how to do something; preparing before doing, outlining how and when a task should be done b) describe the trial-and-error approach as randomly trying different ways of doing something until the right way is found

Grade	Competency	Performance Indicators	Suggested Performance Levels
7th Grade	(continued)	1. (continued)	1. c) describe goal-setting as determining something they desire and aiming and striving to achieve that goal; goal-setting is a form of planning.
		2. describe situations where they have seen others use the trial-and-error approach, planning, and goal-setting.	2. a) describe a situation where they have seen someone use the trial-and-error approach to getting a job done b) describe a situation where they have seen someone use planning in order to get a job done c) describe a situation where they have known someone who sets goals for themselves to strive toward.
		3. evaluate the results of others using the trial-and-error approach, planning, and goal-setting.	3. a) using the situations described in #2a and b, compare and evaluate the results according to: • efficiency in use of time, materials, energy, money, and/or effort • quality of the product or outcome • completion of the product or outcome b) using the situation described in #2c, compare and evaluate the results according to: • the effects of goal-setting upon that person • the effects of that person's goal-setting on others • what would the results be like if there had been no goal-setting.
			* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request when they or others are planning, trial-and-error approach, and goal setting, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
8th Grade	Students will contrast goals they desire to complete with goals they expect to complete.	Students are able to: 1. provide examples of goals they desire to complete. 2. choose the goals they expect to complete and discuss the difference. 3. analyze the factors that cause a desired goal to become a completed goal.	Students are able to: 1. provide three examples of goals they desire to complete. 2. a) choose from #1, two goals they realistically expect to complete b) discuss why these two goals might be accomplished before the others. 3. in their analysis include examples of such factors as: • actual capability in that goal area • value or priority placed upon that goal • availability of time • encouragement from others • use of consistent and accurate evaluation. * demonstrate observable behaviors (i.e., exhibit the ability to set goals, exhibit a growing ability to reach short-range goals, demonstrate recognition responses or indicate on request those goals they desire but do not expect to complete as contracted to those they desire and expect to complete, etc.).
9th Grade	Students will evaluate the importance of setting realistic goals and striving toward them.	Students are able to: 1. analyze what constitutes a realistic goal.	Students are able to: 1. include in their analysis such factors as: • accurate assessment of capabilities • availability of time to pursue that goal • accurate assessment of interest (influences the priority placed on the goal) • availabilty of a means of evaluation of progress in reaching the goal.

Grade	Competency	Performance Indicators	Suggested Performance Levels
9th Grade	(continued)	2. discuss the consequences when a person consistently sets unrealistic goals and fails to achieve them.	2. include in their discussion examples of such consequences as: • reactions of others (i.e., inability to trust that person, embarrassment, anger, desire to quit helping that person, etc.) • reactions to oneself (i.e., feelings of failure and worthlessness, embarassment, reluctance to continue trying, etc.).
		3. discuss the consequences when a person consistenly sets realistic goals, strives toward them, and accomplishes them.	3. include in their discussion examples of such consequences as: • reactions of others (i.e., trusts them, pride in them, eager to assist them, encouragement, allots more responsibility to them, etc.) • reactions to oneself (i.e., confidence, accepts more responsibility, pride, continues to try when failure does occur, etc.). * demonstrates observable behaviors (i.e., exhibits the willingness and attempt to set realistic goals and strive toward them, etc.).
10th Grade	Students will analyze how planning the use of their time contributes toward their effectiveness in their life roles.	Students are able to: 1. explain the benefits of planning the use of their time.	Students are able to: 1. include in their explanation the following points: • more efficient use of their time • less stress when they know time has been planned to accomplish a task • tendency toward relaxed and confident attitude when time has been allotted for adequate preparation, gathering of materials, etc.

Grade	Competency	Performance Indicators	Suggested Performance Levels
10th Grade	(continued)	2. analyze how planning contributes toward effectiveness in their life roles.	2. include in their analysis one example of each of the following: • planning contributes toward effectiveness as a family member (i.e., more time to give attention to other family members, adequate time for chores, etc.) • planning contributes toward effectiveness in their leisure role (i.e., adequate time allowed for relaxation, time allotted to learn a new hobby, etc.) • planning contributes toward effectiveness as a learner (i.e., adequate time allotted studying, preparing for a test rather than cramming, etc.) • planning contributes toward effectiveness as a citizen (i.e., allowing time to learn about candidates and issues, planning to take part in community activities, etc.) • planning contributes toward effectiveness as a consumer (i.e., planning one shopping trip to take the place of several small trips, planning what to buy at the store, etc.) • planning contributes toward effectiveness as a producer (i.e., allotting time to get more work done, planning how to use work hours more efficiently, etc.).
		3. describe how they plan the use of their time.	3. *describe how they plan the use of their time for one week.

Objective: 3. Students will demonstrate skill in effectively planning and setting goals.

Grade	Competency	Performance Indicators	Suggested Performance Levels
11th Grade	Students will evaluate their ability to set goals and their use of the planning process in helping to achieve those goals.	Students are able to: 1. discuss their ability to set goals.	Students are able to: 1. a) discuss their ability to set immediate goals (i.e., their ability to know their desires, their ability to pinpoint a specific goal, their ability to desire a goal enough to strive for it, etc.). b) discuss their ability to set long-range goals (i.e., ability to foresee themselves in the future, ability to plan their lives, ability to know their desires, ability to dedicate themselves to reaching a long-range goal, etc.).
		2. describe their use of the planning process in helping to achieve their goals.	2. a) describe one immediate goal and one long-range goal they have set for themselves. b) describe those elements involved in the planning process: . planning the time allotted for preparation and reaching the goal . planning use of materials, energy, money, effort, etc. in reaching the goal . planning the steps involved in reaching the goal . planning and anticipating the expected results in reaching the goal. c) using the examples from #2a, describe how they used planning in reaching their immediate and long-range goals.
		3. evaluate their strengths and weaknesses in goal-setting and planning.	3. a) evaluate their strengths and weaknesses in goal-setting and planning based on the points discussed in #1a, #1b, and #2b. b) discuss how they might strengthen those areas they have determined to be weak. * demonstrate observable behaviors (i.e., demonstrate their ability to usually set realistic goals and use the planning process to help achieve those goals, show a willingness and attempt to strengthen those weak areas in their goal-setting and planning processes, etc.).

Grade	Competency	Performance Indicator	Suggested Performance Levels
12th Grade	Students will assess their ability to achieve past goals and integrate this knowledge for the future.	Students are able to: 1. evaluate their ability in achieving past goals.	Students are able to: 1. a) describe two past goals. b) describe their criteria for goal-achievement for both goals. c) evaluate whether or not they satisfied the criteria for goal achievement for both goals.
		2. assess the factors that have helped and/or hindered their achievement of goals.	2. include in their assessment examples of such factors as . accurate/inaccurate assessment of capabilities . accurate/inaccurate assessment of interests and priority . availability/nonavailability of time to pursue the goals . use/no use of menas of evaluation of progress in reaching the goals . encouragement/discouragement from others . confident attitude in working toward the goals/attitude of failure from the beginning (i.e., "mind-set") . satisfactory circumstances or events/unexpected detrimental circumstances or events.
		3. create a plan for more successful goal achievement in the future.	3. * create and carry out their own individual plan for goal achievement (i.e., state the goal; assess their capabilities, interests, and priorities or values; assess the availability of their time; decide on the types of evaluation they will use to measure goal progress; gather information and learn about all aspects of their goal; work towards their goal with an attitude of success and confidence).

Content: VII. Achievement Motivation

Role(s): Individual, Learner, Citizen, Consumer, Producer

Goal: B. Students will develop and incorporate the ability to analyze, accomplish, and evaluate tasks.

Objective: 1. Students will be aware of the steps involved in analyzing, accomplishing, and evaluating tasks.

Grade	Competency	Performance Indicators	Suggested Performance Levels
Kindergarten	Students will describe tasks they can accomplish at home.	Students are able to: 1. describe things they can do at home that help others. 2. describe things they do at home to help themselves.	Students are able to: 1. describe two things they can do at home that help others (i.e., making bed, picking up toys, setting the table, etc.). 2. describe two things they do at home to help themselves (i.e., brush their teeth, get dressed, wash their hands before meals, etc.).
1st Grade	Students will describe tasks they can accomplish at school.	Students are able to: 1. describe things they can do during class time. 2. describe things they can do during lunch. 3. describe things they can do during recess.	Students are able to: 1. describe two things they dan do during class time (i.e., finish work neatly and on time, take care of class pets or plants, contribute appropriately in class, etc.). 2. describe two things they can do during lunch (i.e., eat their food, dispose of lunch trays or trash appropriately, use correct behavior in the lunch line and in the lunch room, etc.). 3. describe two things they can do during recess (i.e., swing, teeter-totter, play with balls, play on the jungle-gym, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
2nd Grade	Students will describe tasks that are carried out by self and others and the purposes of those tasks.	Students are able to: 1. describe tasks that are carried out by self and others.	Students are able to: 1. a) describe one task that is carried out by younger children (i.e., building block tower, bouncing a ball, picking up toys, etc.). b) describe two tasks that they carry out themselves (i.e., finishing class assignments, doing chores at home, playing baseball, etc.). c) describe two tasks that are carried out by adults (e.g., employment activity, cleaning house, planting a garden, etc.).
		2. identify the purposes of those tasks.	2. using the examples from #1a, b, and c, identify the purposes of those tasks (e.g., learning balance and coordination, fun and relaxation, keeping home neat and clean, learning subject matter, providing food to eat, providing money to pay bills, etc.).
		3. recognize that all tasks have purposes.	3. indicate that they recognize that every task, no matter how large or small, has a purpose.
3rd Grade	Students will describe ways they judge if they have satisfactorily accomplished their tasks.	Students are able to: 1. list some specific tasks they feel they have done a good job on.	Students are able to: 1. list two specific tasks they feel they have done a good job on.
		2. describe how they know if they have done a good job at a task they have accomplished.	2. a) describe two ways they can tell within themselves if they have done a good job (i.e., feeling of self-satisfaction, pride, bodily reactions if the task has been physically active, etc.). b) describe two ways they can tell from others they have done a good job (i.e., verbal reactions from others such as compliments, statements of appreciation, ...; nonverbal reactions such as a smile, a pat on the back, a hug, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
4th Grade	Students will describe steps they follow in producing a product or task they take pride in.	Students are able to:	Students are able to:
		1. describe a task or product they have taken pride in producing.	1. describe one task or product they have taken pride in producing.
		2. identify pride as an intrinsic reward dependent upon internal criteria.	2. a) define pride as an intrinsic reward: feeling good about what they have done, self-respect, self-satisfaction. b) describe one internal criteria that was important to them in the example of #1 (i.e., succeeding in its purpose, making others happy, etc.).
		3. discuss the four major steps involved in accomplishing their task or creating their product.	3. Using the example of #1-- a) explain the steps involved in planning for that product or task. b) explain about the "doing" portion of the task or the creating process for the product. c) explain about the steps involved in evaluating the product or task accomplishment. d) explain about the steps involved in "redoing" the product or task if necessary.
5th Grade	Students will describe task analysis and how it contributes toward task accomplishment.	Students are able to:	Students are able to:
		1. define task analysis and discuss the steps it involves.	1. a) define task analysis as looking closely at a task and deciding why it should be done and how it should be done. b) discuss the following steps involved in task analysis: • determine the purpose of the task • break the task down into smaller task-parts • determine if the task-parts have to be done individually and/or need support from others • decide the order in which the task-parts should be accomplished to achieve overall total task accomplishment • plan ahead for a means of appropriately evaluating their progress.

Grade	Competency	Performance Indicators	Suggested Performance Levels
5th Grade	(continued)	2. discuss how task analysis keeps them working toward final task accomplishment.	2. discuss two ways task analysis keeps them working toward final task accomplishment (i.e., they can preview and review each step or part as they go, planning encourages efficient use of their time, knowing the purpose of a task can provide incentive, etc.).
6th Grade	Students will describe methods of evaluating progress and how these contribute toward task accomplishment.	Students are able to: 1. identify what constitutes evaluation. 2. describe different methods of evaluating task progress. 3. discuss how evaluation contributes toward task accomplishment.	Students are able to: 1. identify evaluation as finding out how well they are doing; judgment; assessment. 2. describe two different methods of evaluating task progress (i.e., pretest/progress test, feedback from others, amount of self-satisfaction, etc.). 3. discuss two ways evaluation contributes toward task accomplishment (i.e., allows them to see the quantity and/or quality of what they have done, allows them to differentiate weak areas from strong areas; allows them to be aware if their plans or timetable needs reorganization; etc.).
7th Grade	Students will describe methods and effects of evaluating achievement.	Students are able to: 1. differentiate between evaluation of progress and evaluation of achievement.	Students are able to: 1. a) review the definition of evaluation: finding out how well they are doing; judgment; assessment. b) describe evaluation of progress as determining how well they are advancing or improving as they continue to work toward final task completion. c) describe evaluation of achievement as determining how well they have finished their task; evaluation when task-parts have been completed.

Grade	Competency	Performance Indicators	Suggested Performance Levels
7th Grade	(continued)	2. describe methods for evaluating achievement.	2. describe three methods for evaluating achievement (i.e., posttest, verbal reaction from others, nonverbal reaction from others, amount of self-satisfaction and pride, purpose of task is accomplished, etc.).
		3. discuss the effects of evaluating their achievement.	3. discuss two effects of evaluating their achievement (i.e., helps to indicate weak areas in the process of analyzing and accomplishing, allows them to know if they are adept in that area, allows them to know whether or not the task should be done again, etc.).

Objective: 2. Students will demonstrate a growing ability to analyze, accomplish, and evaluate tasks.

Grade	Competency	Performance Indicators	Suggested Performance Levels
8th Grade	Students will examine the process and sequence of task accomplishment.	Students are able to: 1. examine the analysis and planning aspects of task accomplishment.	Students are able to: 1. a) describe the steps involved in task analysis: • determination of task purpose • breaking the total task into smaller task-parts • determining if the task-parts have to be done individually and/or need the support of others • decide the order in which the task-parts should be accomplished. b) describe the planning aspects involved in task analysis: • planning what materials may be needed • planning when the task-parts will be accomplished • planning who will help them in task accomplishment (if help is needed) • planning where task accomplishment will take place • planning suitable means of evaluating task progress.

Grade	Competency	Performance Indicators	Suggested Performance Levels
8th Grade	(continued)	2. examine the "doing" portion of task accomplishment.	2. discuss how each of the following are important to the "doing" portion of task accomplishment: • adequate preparation • attitude of the person doing the task • regular and appropriate evaluation of progress • ability to change and make any necessary corrections.
		3. examine the aspects of evaluating the achievement of a task.	3. examine the following methods of evaluating total task achievement: • determination if the task purpose has been achieved • extrinsic evaluation(i.e., verbal, nonverbal, and written reactions from others) • intrinsic evaluation (inner satisfaction and pride).
		4. summarize the basic steps of task accomplishment and discuss the importance of the sequence of those steps.	4. a) summarize the nine basic steps of task accomplishment: • determination of task purpose • break task into smaller task-parts • determining who needs to accomplish the task-parts • deciding the order of the task-parts • planning (who, when, where, what) • carry out task-parts • evaluate progress • making necessary corrections • evaluate task achievement. b) include in their discussion two reasons why it is important to keep the steps of task accomplishment in proper sequence (i.e., efficient use of their time, availability of more complete information about the task and their performance, allows for their best effort in task accomplishement, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
8th Grade	(continued)		* demonstrate observable behaviors (i.e., demonstrate a willingness to learn about and to begin to apply the process of task accomplishment in their lives, demonstrate recognition responses or indicate upon request how they have used the process of task accomplishment in the past, etc.).
9th Grade	Students will analyze a specific task they wish to accomplish.	Students are able to: 1. identify a task they wish to accomplish.	Students are able to: 1. *identify and describe a specific task they wish to accomplish (i.e., class project, research paper, build a model, etc.).
		2. analyze a task they wish to accomplish.	2. *a) determine the purpose of their task (i.e., for leisure, to make a good grade in class, to help others, etc.). *b) break their original task into smaller task-parts. *c) determine if the task-parts have to be done by themselves and/or need support from other persons. *d) decide the order in which the task-parts should be accomplished.
		3. plan for a task they wish to accomplish.	3. *a) plan what materials they need for task accomplishment. *b) plan when their task-parts will be accomplished. *c) plan who will help them in task accomplishment (if help is needed). *d) plan where their task accomplishment will take place. *e) plan a suitable means of evaluating their progress. *f) carry out their task based on their analysis and plans.

Grade	Competency	Performance Indicators	Suggested Performance Levels
10th Grade	Students will use a variety of methods to evaluate progress and achievement of a specific task.	Students are able to:	Students are able to:
		1. identify a specific task they have analyzed and planned.	1. *a) identify a specific task they wish to accomplish. *b) analyze the purpose and parts of that task. *c) plan how they will carry out that task.
		2. use a variety of methods to evaluate their progress during task accomplishment.	2. *a) use two different methods to evaluate their progress during task accomplishment (e.g., pretest/progress tests, feedback from others, degree of self-satisfaction, etc.). b) compare the two methods they used and discuss if one was more effective than the others.
		3. use a variety of methods to evaluate their total task achievement.	3. *a) use two different methods of evaluating their total task achievement (i.e., post-test, purpose of task was accomplished, verbal and/or non-verbal reactions from others, amount of self-satisfaction and pride, etc.). b) explain which methods they prefer and why they prefer them (i.e., effectiveness of the evaluation process, ease in using the process, satisfaction with the accuracy of the results, etc.).

Objective: 3. Students will analyze, accomplish, and evaluate tasks.

11th Grade	Students will assess their present ability to analyze, accomplish, and evaluate tasks.	Students are able to: 1. discuss ways to analyze, accomplish, and evaluate tasks.	Students are able to: 1. discuss and give examples of the nine basic steps of analyzing, accomplishing, and evaluating tasks: • determination of task purpose • break task into smaller task-parts • determining who needs to accomplish the task parts (i.e., individually or with help from others)

Grade	Competency	Performance Indicators	Suggested Performance Levels
11th Grade	(continued)	(continued)	• deciding the sequence of the task-parts • planning task accomplishment (i.e., who is to help them, when to work on the task, where to work on the task, what materials will be needed, etc.) • carrying out the task-parts • evaluating progress (i.e., pretest/progress tests, feedback from others, degree of self-satisfaction, etc.). • making necessary corrections • evaluating task achievement (i.e., post-test, reactions from others, degree of self-satisfaction and pride, accomplishment of task purpose, etc.).
		2. discuss how they presently analyze, accomplish, and evaluate tasks.	2. a) discuss how they presently analyze, accomplish, and evaluate tasks. b) compare their present ability to those steps listed in #1.
		3. explain how they would like to improve and expand their ability to analyze, accomplish, and evaluate tasks.	3. a) identify those areas they would like to improve or expand. b) explain one way they will strive to improve or expand their weak areas (i.e., additional practice, writing down their analysis and plans, obtaining additional feedback from others, etc.). * demonstrate observable behaviors (i.e., analyze, accomplish, and evaluate many of their tasks; exhibit a willingness and attempt to improve their weak areas in task analysis, accomplishment, or evaluation, etc.).
12th Grade	Students will predict how task analysis and evaluation may apply to their achievement of future goals.	Students are able to: 1. describe some future goals they would like to achieve.	Students are able to: 1. describe one future goal they would like to achieve (i.e., go to college, get a particular job, buy a car, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
12th Grade	(continued)	2. predict how task analysis can apply to their achievement of future goals.	2. a) provide examples of how task analysis and planning can apply to achievement of the goal identified in #1 (i.e., task purpose; task-parts; necessary help from others; sequence of task-parts; planning when, where, who, and what materials; etc.). b) discuss how task analysis and planning can assist them in successfully reaching their future goal (i.e., efficient use of time, less chance of getting "off track," sound base of information to act upon, etc.).
		3. predict how evaluation can apply fo their achievement of future goals.	3. a) predict how evaluation of progress can assist them in successfully reaching the future goal identified in #1 (i.e., help them identify weak or insufficient areas, help them stay "on track" according to their plans, help them to plan their necessary changes, etc.). b) predict how evaluation of achievement can apply to their future goal (i.e., determining if goal purpose was accomplished, identifying weak areas of analyzing and accomplishing, indicates if they are adept at accomplishing that goal, etc.). * demonstrate observable behaviors (i.e., analyze, accomplish, and evaluate many of their tasks; demonstrate recognition responses or indicate upon request how task analysis and evaluation will apply to their future goals, etc.).

Content: VIII. Problem-Solving

Role(s): Individual, Learner, Citizen, Consumer, Producer

Goal: A. Students will develop and incorporate an understanding of the problem-solving process and how they may implement the process to help themselves and others.

Objective: 1. Students will be aware of times when help is needed and of methods and resources available for helping themselves and others.

Grade	Competency	Performance Indicators	Suggested Performance Levels
Kindergarten	Students will describe situations when others do not communicate the same way they do.	Students are able to: 1. recognize that there are different languages in the world. 2. recognize how others can communicate differently from themselves. 3. recognize that adults communicate differently from themselves.	Students are able to: 1. indicate that there are different countries in our world and recognize that people in those countries sometimes speak different languages (i.e., China/Chinese, Spain or Mexico/Spanish, France/French, etc.). 2. describe one other way that others can communicate differently from themselves (i.e., sign language, Braille, etc.). 3. describe one way that adults communicate differently from themselves (i.e., use bigger words, listen longer, read newspapers and big books, etc.).
1st Grade	Students will describe ways they communicate empathy and understanding to others.	Students are able to: 1. describe what it means to have empathy and understanding for someone. 2. describe ways to show care and understanding through words.	Students are able to: 1. a) describe empathy and understanding as feeling what another person feels; caring for others; knowing what others mean or feel. b) describe how it feels to have someone understand them. 2. describe two ways to show care and understanding through words (i.e., saying "I understand," when appropriate relating a story similar to another's, stating what another's feelings seem to be--"You must have felt sad," etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
1st Grade	(continued)	3. describe ways to show care and understanding through gestures.	3. describe two ways to show care and understanding through gestures (i.e., a pat on the arm or back, a smile, eye contact, a hug, nodding the head, etc.).
2nd Grade	Students will describe situations in which they need help from others.	Students are able to: 1. describe some reasons why they might need help with problems. 2. describe other persons who might help them with different problems. 3. describe situations where they need help from others.	Students are able to: 1. describe two reasons why they might need help with problems (i.e., need more information or ideas, lack of needed physical strength, lack of needed emotional maturity, etc.). 2. describe two other persons who might help them with different problems (i.e., parent or doctor/health problems, teacher/math problem, counselor/major social problem, peers/minor social problem, etc.). 3. a) describe a past situation when they received help from someone else and how it affected them. b) predict a situation when they might need help from someone else in the future.
3rd Grade	Students will describe those activities in which others need their help.	Students are able to: 1. describe situations where they have helped others in the past. 2. describe ways they can help others.	Students are able to: 1. describe two situations where they have helped others in the past (i.e., brought in groceries for parents, entertained younger sibling, helped friend with problem in school work, etc.). 2. a) describe two ways they could presently help others (i.e., call the fire department if a house was on fire, help a lost child in a store, make a new student feel comfortable, etc.). b) speculate about one way they might be able to help others in the future (i.e., as a doctor, help people to get well; as a teacher, help people to learn; as a mechanic, help fix others' cars; etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
3rd Grade	(continued)	3. discuss ways others express need for their help.	3. a) discuss one nonverbal way others express need for their help (i.e., facial expressions or eye contact showing questioning or pain, a hand gesture toward them, etc.). b) discuss two verbal ways others express need for their help (i.e., such phrases as "help me, could you . . ., would you please . . ., etc.").
4th Grade	Students will discuss various methods of relieving stress associated with problems.	Students are able to:	Students are able to:
		1. describe some problem situations when they have felt stress.	1. describe two problem situations when they have felt tense or nervous (i.e., taking tests, doing something new in front of others, working on a problem or project they don't understand well, etc.).
		2. discuss why "time-out" can be advantageous in problem-solving.	2. a) define "time-out" as separating themselves from the problem, taking time away from the problem to relax, etc.). b) identify two physical activities that would be possible "time-outs" (i.e., running, dancing, playing basketball, etc.) c) identify two quiet activities that would be possible "time-outs" (i.e., reading, painting, building a model car, etc.). d) discuss one reason how a "time-out" can help in a problem situation (i.e., gain new perspective, mind feels clearer, a relaxed mind can produce more ideas, etc.).
		3. describe relaxation techniques that can help relieve stress.	3. describe one way they can relax during a problem situation when it is impossible to take a "time-out" (i.e., deep breathing, tensing and relaxing muscles as in stretching, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
5th Grade	Students will describe resources that are available to help solve problems.	Students are able to:	Students are able to:
		1. recognize that their choice of help for a problem is determined by the type of problem they are having.	1. describe two different types of problems and indicate who or where they could go to for help in solving those problems (i.e., house on fire/fireman, illness/doctor, problem with anger/counselor, confused with homework/teacher, etc.).
		2. discuss the benefits of getting help for those problems they cannot solve themselves.	2. discuss two benefits of getting help for those problems they cannot solve themselves (i.e., gain more information about problem and/or self, expands number of alternatives if a decision is to be made, emotional support during problem situation, etc.).
		3. describe resources that are available to help solve their problems.	3. describe four resources that are available to help solve their problems (i.e., parents, teachers, counselors, siblings, informative books, dictionary and encyclopedias; persons in the community such as firemen, policemen, doctors, lawyers, social workers, therapists, etc.).

__Objective__: 2. Students will demonstrate an understanding of the problem-solving process and how it can be applied.

Grade	Competency	Performance Indicators	Suggested Performance Levels
6th Grade	Students will analyze when to ask for help.	Students are able to:	Students are able to:
		1. describe those signs that occur when a problem ceases to be a challenge and becomes an obstacle.	1. describe two signs that occur when a problem ceases to be a challenge and becomes an obstacle (i.e., it becomes impossible to think of any alternatives that are acceptable; there is a lack of information necessary for solving the problem; anxiety over the problem interferes with work and relationships, physical symptoms of stress occur such as stomach ache, headache, nail biting, . . .; lack of concentration; etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
6th Grade	(continued)	2. discuss when the timing is appropriate to ask for help.	2. include the following points in their discussion: • appropriate timing refers to what time of day they should ask for help • the differences in appropriate timing for family members who live with them and professionals who have office hours • the severity of the problem or reactions to the problem determine if the time to ask for help is appropriate or not (e.g., sever pain warrants calling the doctor at night, a minor cold does not).
		3. imagine a problem they might encounter and analyze when they should ask for help.	3. a) imagine a specific problem that might be an obstacle for them. b) analyze when they should ask for help based on the following: • warning signs indicating the problem is or has the potential for being too difficult • the appropriate time to ask for help depending on the severity of the problem or reactions to that problem. * demonstrate observable behaviors (i.e., demonstrate that they are developing a greater ability in knowing when to ask for help, etc.).
7th Grade	Students will explore the problem-solving process and how listening and talking help to solve problems.	Students are able to: 1. describe a basic problem-solving format.	Students are able to: 1. describe the following problem-solving format in their own words: • pinpoint the problem • brainstorm for solutions • evaluate the ideas and choose a course of action • make a commitment • act upon the chosen solution • re-evaluate the solution.

Grade	Competency	Performance Indicators	Suggested Performance Levels
7th Grade	(continued)	2. explain how reflective listening, I-messages, and nonverbal communication help to solve problems.	2. a) explain the meaning of reflective listening (i.e., listening to understand the speaker's feelings; repetition of the basic content or feeling of the message received); explain how reflective listening helps in solving problems. b) explain the meaning of I-messages (i.e., expressing their feelings in response to another's actions or messages); explain how I-messages help in solving problems. c) review the meaning of nonverbal communication (i.e., body language and/or silence: means sending messages without speaking); explain how nonverbal communication helps in solving problems. *Reference for concept clarification: Reference for reflective listening: *Helping and Human Relations: A Primer for Lay and Professional Helpers* by R. R. Carkhuff. Reference for I-messages: *Parent Effectiveness Training* by T. Gordon.
		3. evaluate how people help each other through listening and talking to solve problems.	3. base their evaluation on three examples of helping each other through reflective listening, I-messages, nonverbal communications, or establish guidance through a problem-solving format. * demonstrate observable behaviors (i.e., demonstrate a willingness and growing ability to use the problem-solving process; exhibit beginning attempts to use reflective listening I-messages, and nonverbal communication during school problem situations; etc.).
8th Grade	Students will evaluate their limitations in helping others and themselves.	Students are able to: 1. provide examples of times when they can help themselves and others.	Students are able to: 1. a) provide one example of a time when they helped themselves (i.e., cleaned and bandaged a cut, found information explaining how to do a math problem, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
8th Grade	(continued)	1. (continued)	b) provide one example of a time when they helped others (i.e., helped a lost student, showed a friend how to do the homework assignment, carried groceries in for parent, etc.).
		2. provide examples of times when they cannot help themselves and others.	2. a) provide two examples when they cannot help themselves (i.e., when emotionally out of control, when physically out of control, when all alternatives or information has been exhausted, etc.). b) provide two examples when they cannot help others (i.e., when the problem or reaction to the problem is beyond their knowledge or capabilities: teaching a complicated school subject they have never had, dealing with drug or alcohol abuse problems, dealing with a major medical problem, etc.).
		3. discuss their limitations in helping others and themselves and why it is important to know those limitations.	3. a) discuss two limitations they may have in helping others and themselves (i.e., lack of necessary knowledge, lack of necessary physical strength, lack of necessary emotional maturity, lack of adequate perspective, etc.). b) discuss that it is important to know their limitations in helping because inadequate or adverse help could be dangerous to their (or others') physical and/or mental health. * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request how they are limited in helping others and themselves and why they should not try to go beyond their limitations, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
9th Grade	Students will use communications skills to help others.	Students are able to: 1. provide examples of their present communications skills. 2. provide examples of situations where they have helped others. 3. analyze how their communications skills helped others.	Students are able to: 1. provide five examples of their present communication skills (i.e., reflective listening, I-messages, nonverbal communications, roles in group interaction, attentiveness, timing, etc.). 2. provide two examples of situations where they have helped others. 3. base their analysis upon the situations described in #2 and analyze how their communications skills were used to help others. * demonstrabe observable behaviors (i.e., demonstrate a growing ability to use effective communications skills in order to help others in the school setting, etc.).
10th Grade	Students will predict methods they may use in caring for medical emergencies.	Students are able to: 1. describe a variety of medical emergencies. 2. provide examples of methods in caring for medical emergencies. 3. demonstrate that they are able to care for a variety of common medical emergencies.	Students are able to: 1. describe four different emergencies (i.e., concussion, heart attack, fall, deep cut, drowning, car accident, etc.). 2. provide three examples of how to give physical care and emotional support during emergencies. 3. *demonstrate in a controlled setting that they can care for two different emergencies.

Objective: 3. Students will implement the problem-solving process to help themselves and others.

Grade	Competency	Performance Indicators	Suggested Performance Levels
11th Grade	Students will analyze how their communications skills encourage problem-solving.	Students are able to: 1. analyze how their communications skills encourage others to solve problems.	Students are able to: 1. analyze three ways their communications skills encourage others to solve problems (i.e., reflective listening and responses encourage pinpointing of the problem; timing encourages the person to search for own solutions, listening for content helps the person to stick to the subject, etc.).
		2. analyze how their communications skills encourage themselves in problem-solving situations.	2. analyze two ways their communications skills encourage themselves in problem-solving (i.e., attentiveness, timing, and listening to remember allow for learning of possible solutions, listening for content and reflective listening allow them to know if they have gone to the right source for help, etc.). * demonstrate observable behaviors (i.e., use reflective listening, I-messages, and other effective communications skills in helping others and themselves in problem-solving situations, etc.).
12th Grade	Students will use appropriate resources to help themselves and others.	Students are able to: 1. evaluate their ability to help themselves and others and acknowledge their limitations.	Students are able to: 1. a) evaluate their ability to help themselves and others based on the following: • their communications skills • their ability to care and empathize • the effectiveness of their past implementation of the problem-solving process. b) specify their limitations in helping solve their and others' problems (i.e., lack of necessary knowledge, lack of necessary physical strength, lack of empathy or understanding, lack of adequate perspective, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
12th Grade	(continued)	2. assess the resources available to them and others to help with problems.	2. a) provide six examples of the types of resources available to them and others to help with problems (i.e., parents, advisors, teachers; informative sources such as encyclopedias, dictionaries, telephone book, libraries, . . .; counselors such as financial counselors, rehabilitation counselors, family counselors, school counselors, . . .; doctors and nurses; religious leaders such as ministers, priests, rabbis, . . .; etc.). b) describe the types of problems the resources identified in #2a specialize in helping (i.e., doctors/serious or potentially serious physical problems; libraries/problems dealing with lack of information; etc.).
		3. describe situations when they have used or could use an outside resource to help others.	3. a) describe a situation where they wanted to help another person but did not have the necessary qualifications or ability to help. (The situation should be described in generalities and specific persons should not be identified.). b) describe the outside resource they encouraged the person to use—or could have encouraged them to use--in helping solve the problem.
			* demonstrate observable behaviors (i.e., exhibit a caring attitude for other people, use communications skills to help others and themselves in problem-solving situations, acknowledge their limitations in helping themselves and others and refer themselves or others to the appropriate helping resource, etc.).

Content: VIII. Problem-Solving

Goal: B. Students will develop and incorporate the ability to anticipate and cope with change.

Role(s): Individual, Learner, Citizen, Consumer, Producer

Objective: 1. Students will be aware of the future and their ability to change.

Grade	Competency	Performance Indicators	Suggested Performance Levels
Kindergarten	Students will describe situations that are going to happen in the future.	Students are able to: 1. describe something that will happen the next day. 2. describe something that will happen later on. 3. recognize that there are certain things that we expect to happen later on because they have always happened in the past.	Students are able to: 1. describe one thing that will happen the next day (i.e., they will wake up, they will eat supper, etc.) 2. describe one thing that will happen later on (i.e., they will go to school, they will play outside, Christmas will come, etc.). 3. name one thing that is expected to happen later on because it has happened in the past (i.e., sun rising, the seasons changing, etc.).
1st Grade	Students will realize how they have changed during the past year.	Students are able to: 1. describe what change means. 2. describe what they were like last year. 3. describe how they have changed in the past year.	Students are able to: 1. describe change as becoming different. 2. a) describe one way they looked physically different last year (i.e., height and weight). b) describe one aspect of their mental abilities last year (i.e., could not read, could not subtract, etc.). c) describe one aspect of their social abilities last year (i.e., talked out of turn in class, didn't share very well, etc.). 3. a) describe one way they have changed physically (i.e., taller and heavier). b) describe one way they have changed mentally (i.e., can read, can subtract, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
1st Grade	(continued)	3. (continued)	c) describe one way they have changed socially (i.e., have more friends, share toys better, etc.).
2nd Grade	Students will define what "future" means and describe situations they desire to happen in the future.	Students are able to: 1. define what the concept of future means.	Students are able to: 1. define the concept of future as time to come; refering to events to come or happen later on, whether it be in the next hour or an eternity.
		2. describe things or happenings that make them feel happy.	2. describe two things or happenings that make them feel happy.
		3. describe situations that they would like to happen and when they would like them to happen.	3. a) describe two situations they would like to happen (i.e., get a new bicycle, eat ice cream, go see grandparents, etc.). b) describe when they would like the situations to happen (i.e., new bicycle for Christmas, eat ice cream for birthday, etc.).
3rd Grade	Students will describe how life roles have and will change as they grow older.	Students are able to: 1. describe the major life roles and how those roles apply to them.	Students are able to: 1. a) describe the five major life roles (family members, learner, citizen, consumer, and producer) in their own language. b) describe how each life role applies to them (i.e., son or daughter, learner at school, participant in a club or activity in the community, someone who can purchase things, a worker at school and at home, etc.).
		2. describe how their life roles have changed.	2. a) describe their life roles when they were four years old. b) describe two ways their roles have changed (i.e., more independent now, more responsibility, making own decisions in more areas, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
3rd Grade	(continued)	3. describe how their life roles will change as they grow older.	3. a) imagine what their life roles may be like in the future. b) describe two ways their roles will possibly change (i.e., even more responsibility, marriage, parent as well as a son or daughter, more emphasis on producer and consumer roles, etc.).
4th Grade	Students will describe how interests and capabilities can change.	Students are able to:	Students are able to:
		1. describe their interests and capabilities.	1. a) describe two of their present interests. b) describe one of their present capabilities.
		2. describe interests and capabilities that have changed.	2. a) describe three of their interests and capabilities at age one and age six. b) describe how these interests and capabilities are different from their present ones.
		3. describe reasons why interests and capabilities can change.	3. describe three reasons why interests and capabilities can change (i.e., physical maturity, intellectual maturity, education, influence of others, change in environment, etc.).

Objective: 2. Students will demonstrate a growing ability to anticipate and cope with change.

Grade	Competency	Performance Indicators	Suggested Performance Levels
5th Grade	Students will imagine what their lives might be like in the future.	Students are able to:	Students are able to:
		1. identify a particular time in the future.	1. identify a particular time, five years or more, in the future.
		2. imagine and explain what their environment may be like in the future.	2. include in their explanation a description of their future home and town.
		3. imagine and explain what their physical bodies may be like in the future.	3. include in their explanation a description of such things as their height, body build, hair style, strength, etc.

Grade	Competency	Performance Indicators	Suggested Performance Levels
5th Grade	(continued)	4. imagine and explain what some of their roles may be like in the future.	4. include in their explanation a description of what they expect their families, work, leisure activities, buying habits, and learning experiences to be in the future. * demonstrate observable behaviors (i.e., demonstrate a growing ability to imaginatively project themselves into the future, etc.).
6th Grade	Students will imagine what the world might be like in twenty years.	Students are able to: 1. identify what their ages and the year will be in twenty years. 2. imagine and explain what their town and state may be like in twenty years. 3. imagine and explain what their country and the world may be like in twenty years.	Students are able to: 1. tell what their ages and the year will be in twenty years. 2. include in their explanation a description of • their town: its residents, businesses, buildings, and schools • their state: its government and laws. 3. include in their explanation a description of • their country: its government, laws, and economic condition • the world: the relationships of different countries, the condition of the economics, the role of the United Nations. * demonstrate observable behaviors (i.e., demonstrate a growing ability to imaginatively project their world into the future, etc.).
7th Grade	Students will predict ways in which some present careers may be different in the future.	Students are able to: 1. provide examples of some present careers.	Students are able to: 1. provide two examples of present careers.

Grade	Competency	Performance Indicators	Suggested Performance Levels
7th Grade	(continued)	2. predict how the expectations of those careers may be different in the future.	2. using the examples in #1, include in their predictions: • how expectations concerning preparation may change • how expectations on the job may change • how stereotypes (if any) connected with those careers may change.
		3. predict how the work environment for those careers may be different in the future.	3. using the examples from #1, include in their predictions: • how work facilities may change • how tools necessary for those careers may change • how worker relationships may change. * demonstrate observable behavior (i.e., demonstrate a growing ability to imaginatively project present work roles into the future, etc.).
8th Grade	Students will predict how they may have to change to fit into a career in the future.	Students will be able to: 1. identify possible future careers they would enjoy having.	Students will be able to: 1. identify two possible careers they would enjoy.
		2. predict their expectations and what might be expected from them concerning these careers.	2. using the examples in #1, include in their predictions: • how they would have to prepare for those careers • what stereotypes (if any) they may have to contend with in these careers • what activities they would be expected to perform in those careers • what satisfactions or rewards they would expect from those careers (i.e., salary, medical benefits, sense of contributions, etc.).
		3. predict the work environments they would need to understand and use with these careers.	3. using the examples from #1, include in their predictions: • what equipment they will need to understand and use in those careers

Grade	Competency	Performance Indicators	Suggested Performance Levels
8th Grade	(continued)	3. (continued)	- what type of environment they might work in with those careers - what types of worker relationships they may experience in those careers. * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request how they may have to change to fit into a career in the future, exhibit a growing attitude that accepts change in their lives, etc.).
9th Grade	Students will analyze how their values, interests, and capabilities have changed and are changing.	Students are able to: 1. assess their past values, interests, and capabilities.	Students are able to: 1. assess their values, interests, and capabilities (one each) at - preschool age (i.e., 2, 3, or 4 years of age) - elementary school age (i.e., 7, 8, or 9 years of age) - junior high age.
		2. compare their past values, interests, and capabilities with their present ones and analyze the changes.	2. a) describe one example each of their present values, interests, capabilities. b) compare their present values, interests, and capabilities with those described in #1. c) include in their analysis examples of how their values, interests, and capabilities have changed - physically - emotionally - intellectually - socially.
		3. explain the factors that have caused their values, interests, and capabilities to change or expand.	3. include in their explanation examples of such factors as - physical maturity or limitations - intellectual maturity - emotional maturity - education - encouragement or influence of others

Grade	Competency	Performance Indicators	Suggested Performance Levels
9th Grade	(continued)	3. (continued)	• influence of a significant event • change in the availability of the necessary environment (i.e., snow for skiing, ocean for scuba diving, etc.). * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate your request how they have changed and are changing in different areas of their lives, demonstrate an openness to change, etc.).
10th Grade	Students will predict some of the concerns they will have as they get older.	Students are able to:	Students are able to:
		1. provide examples of some of the concerns of older persons.	1. a) provide four examples of concerns of older persons (i.e., retirement, medical plans, pensions, job availability, social security, insurance plans, etc.). b) indicate the general age groups where these concerns occur (i.e., 20-60's are interested in insurance plans for their families' security. 60's are interested in extension of the retirement age, etc.).
		2. explain why these concerns of older persons exist.	2. include in their explanation a description of the needs that accompany the four concerns listed in #1 (i.e., need for independence, need for financial security, need to meet the responsibilities of a family, etc.).
		3. predict and explain some of the concerns they may have as they get older.	3. a) predict two concerns they may have as they get older. b) explain why these concerns may exist for them (i.e., change in needs, change in interests or job availability, changes in responsibilities, etc.). * demonstrate observable behaviors (i.e., demonstrate a growing ability to project themselves into the future and imagine the types of concerns they might have then, etc.).

Objective: 3. Students will effectively anticipate and cope with change.

Grade	Competency	Performance Indicators	Suggested Performance Levels
11th Grade	Students will evaluate the need for flexibility in their roles and choices.	Students are able to:	Students are able to:
		1. explain how and why roles and choices change and broaden as they get older.	1. include in their explanation examples of how • needs change • variety and number of alternatives increase • interests change.
		2. evaluate the need for flexibility in their roles and in their choices.	2. include in their evaluation examples of • the need for flexibility when needs are not being met • the need for flexibility when interests change • the need for flexibility when original choices or plans do not succeed.
		3. analyze their ability to be flexible in their roles and in their choices.	3. include in their analysis • a judgment concerning their ability to be flexible • two example situations which support their judgment • an example of how they might become better balanced in their roles and choices.
			* demonstrate observable behaviors (i.e., demonstrate flexibility in their roles and choices, exhibit a willingness and attempt to change those areas where they need to become better balanced in roles and choices, etc.).
12th Grade	Students will analyze how concerns change as situations and roles change.	Students are able to:	Students are able to:
		1. describe some of their past concerns and their present concerns, and predict a variety of their future concerns.	1. a) describe two past concerns (i.e., how to ride a bicycle, how to get on a baseball team, if they can get a driver's license, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
12th Grade	(continued)	1. (continued)	b) describe two present concerns (i.e., will they graduate, where will they go to college, where will they get a job, etc.). c) predict four of their possible future concerns (i.e., who will they marry, where will the money for bills come from if they are hurt or killed, will they have children, will they have to live in a nursing home when they are older, etc.).
		2. explain the changes that may take place in their roles and in situations as they get older.	2. include in their explanation examples dealing with • changes in roles due to changes in interests, skills and needs (i.e., interests in a different job, desire for a mate, desire to have children, etc.) • changes in situations that they have control over (i.e., buying a home, choosing to live at home or live with a relative or friend, choosing to work or live off a retirement income, etc.) • changes in situations that they have no control over (i.e., illness, accidents, financial loss, etc.).
		3. analyze how concerns change as situations and roles change.	3. include in their analysis examples of how • situations and roles can change unexpectedly (i.e., illness causing great financial stress, accident causing a handicap, unexpected pregnancy, death of a spouse, etc.) • situations and roles can change with planning (i.e., marriage, pregnancy, change in jobs, etc.) • concerns that may accompany those changing situations and roles (i.e., responsibility for supporting a family, caring for and raising children, learning new job expectations, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
12th Grade	(continued)		* demonstrate observable behaviors (i.e., exhibit a flexible--rather than rigid--attitude toward changes in their lives, demonstrate recognition responses or indicate upon request how concerns will change as situations and roles inevitably change, etc.).

A COMPREHENSIVE GUIDANCE CURRICULUM

COMPREHENSIVE CURRICULUM GUIDE
GRADE LEVEL ORGANIZATION

Kindergarten - Grade 12

KINDGERGARTEN

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role(s): Individual Goal: A Obj: 1	Students will describe ways they care for themselves.	Students are able to: 1. describe a healthy body and an unhealthy body. 2. describe ways to keep healthy and safe. 3. describe ways they care for themselves in order to stay healthy and safe.	Students are able to: 1. a) describe three characteristics of a healthy body (i.e., proportionate height and weight for their age group, shining hair, white teeth, can exercise without getting too tired, eats well, sleeps well, feels happy, etc.) b) describe three characteristics of an unhealthy body (i.e., cavities, tires very quickly, does not eat well, cries easily, coughs, hurts, etc.) 2. describe five ways to keep healthy and safe (i.e., brush teeth, bathe, dress appropriately, eat right kinds of food, get enough sleep, exercise, don't play with electricity, looks before crossing streets, don't play with medicines, etc.). 3. describe three ways (from the ideas generated in #2) they care for themselves.
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe their appearance and their favorite activities.	Students are able to: 1. identify some basic physical characteristics. 2. describe their own basic appearance. 3. list their favorite activities.	Students are able to: 1. list four examples such as eyes, mouth, hair color, skin color, height, weight, etc. 2. list three of the above characteristics that pertain to them. 3. a) define the concept of favorite: liked very much, chosen above other similar things. b) list three favorite activities.

KINDGERGARTEN

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will describe areas where they are self-sufficient.	Students are able to: 1. differentiate between situations where they are self-sufficient and situations where they are dependent on others.	Students are able to: 1. a) understand the concepts of self-sufficiency (i.e., the ability to do things for themselves, to care for themselves) and dependency on others (others care for them when they cannot care for themselves.) b) given five various situations, correctly identify themselves in three as either self-sufficient or dependent on others.
		2. identify situations where they are self-sufficient at home.	2. identify two home situations where they are self-sufficient.
		3. identify situations where they are self-sufficient at school.	3. identify two school situations where they are self-sufficient.
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will recognize that they listen to and speak with a variety of people.	Students are able to: 1. describe listening as opposed to hearing.	Students are able to: 1. a) describe listening as one of the senses. b) describe listening as paying close attention to what is being heard.
		2. describe speaking as opposed to babbling, etc.	2. a) describe babbling as making noise that doesn't mean anything. b) describe speaking as making sounds that have meaning and can be understood by others.
		3. identify those people they listen to and speak with in different settings.	3. identify three different persons, each from a different setting (i.e., home, school, neighborhood, church, town, etc.), to whom they listen and with whom they speak.

KINDERGARTEN

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations Role(s): Individual Goal: B Obj: 1	Students will recognize their family relationships.	Students are able to: 1. identify their own family. 2. recognize the concept of relationship. 3. recognize how different members of their family are related.	Students are able to: 1. identify each member of their immediate family. 2. recognize that relationship means belonging to the same family; being related. 3. recognize how each member of their immediate family is related to the other members (i.e., by marriage, by direct relationship or birth, by adoption).
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will describe their work and play relationships with others.	Students are able to: 1. recognize what constitutes a relationship. 2. describe their work and play relationships with others in a variety of settings. 3. realize that not all relationships have the same degree of closeness (intensity).	Students are able to: 1. recognize a relationship as a connection between two people. 2. a) describe two persons they work or play with at home, school or in the community (i.e., neighborhood, church, organizations, etc.). b) recognize that they have a relationship (a connection) with those people. 3. describe the difference between the relationships with a parent and with a neighbor.

KINDERGARTEN

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Interpersonal Relations **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: D **Obj**: 1	Students will recognize various interpersonal relationships in their lives.	Students are able to: 1. describe different people with whom they interact. 2. describe how they act differently with different people.	Students are able to: 1. describe three people with whom they interact (i.e., parent, sibling, teacher, neighborhood friend, classmate, etc.). 2. using the examples from #1, describe how they act differently with each of those persons (i.e., conversation is different, physical activity is different, intensity of feelings is different, etc.).
Content: III Expressing Ideas **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: A **Obj**: 1	Students will recognize different expressions for various feelings.	Students are able to: 1. describe various feelings people can have. 2. recognize how people express their different feelings.	Students are able to: 1. describe three different feelings (i.e., anger, happiness, surprise, fear, sadness, embarrassment, hurt, etc.) 2. recognize (or describe) one way for each example from #1 that people express their feelings (i.e., anger/yelling, hitting, frowning...; happiness/smile, clapping, laughter...; sadness/crying, frown, head and shoulders down...; etc.).

KINDERGARTEN

	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas **Role**(s): Individual, Learner, Citizen, Consumer Producer **Goal**: B **Obj**: 1	Students will recognize situations when they desire to have their own way and situations when others feel they must have their way.	Students are able to: 1. describe situations when they want to have their own way. 2. describe situations when others want to have their own way. 3. identify situations when they are asked to do something they do not want to do when someone else wants it.	Students are able to: 1. describe one time when they want to have their own way (i.e., stay up later to watch a T.V. show, buy a special toy at the store, want to go play outside, etc.). 2. describe one time when someone else wanted to have his/her own way (i.e., play a specific game, use a certain toy, act a certain way, etc.). 3. identify one time when they were asked to do something they didn't want to do when someone else wanted it (i.e., Mother wanted them to come in from playing outside, guest wanted to play with their toy even though they did not feel like sharing, teacher wanted them to stay seated and finish their work, etc.).
Content: III Gathering & Processing Information **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: A **Obj**: 1	Students will describe their daily activities at home.	Students are able to: 1. describe chores or things they do to help at home. 2. describe things they do at home to have fun. 3. describe activities the family does each day together.	Students are able to: 1. describe one chore or thing they do to help at home. 2. describe two activities they do at home to have fun. 3. describe one activity the family does each day together.

KINDGERGARTEN

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe those things they learn at home.	Students are able to: 1. describe some things they do at home. 2. discuss where they learned to do those things and who taught those things to them. 3. describe some activities or ideas they learned at home.	Students are able to: 1. describe two things they do at home (i.e., set the table, make their bed, pick up their toys, brush their teeth, etc.). 2. a) discuss where they learned to do those things described in #1. b) discuss who taught them to do those things described in #1. 3. describe one activity or idea they learned at home (i.e., to say "thank you," how to throw a ball, to be nice to others, etc.).
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will mentally project adults into work-activities other than those they do presently.	Students are able to: 1. identify some adults they know. 2. describe the kinds of work activities those adults perform. 3. imagine and describe those adults doing a completely different work activity.	Students are able to: 1. identify two adults they know. 2. describe one work activity for each adult identified in #1. 3. a) imagine the adults in #1 doing one completely different work activity (i.e., the teacher being a plumber, mother being a zookeeper, etc.). b) describe the work activities they are imagining the adults doing.

KINDERGARTEN

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role(s): Individual Goal: A Obj: 1	Students will describe what makes up a family.	Students are able to: 1. describe who makes up their family. 2. discuss the differences in the families of the students in their classroom. 3. discuss the common characteristics of families.	Students are able to: 1. describe who makes up their family (i.e., parent(s), or guardian(s), sibling(s), if any). 2. discuss the differences in the families of the students in their classroom: parents or guardians, number of parents or guardians, number of siblings, etc. 3. discuss the following common characteristics of families: • a family is a group of people who care about each other • every family has at least one adult and one other person (either adult or child).
Content: V Rights & Responsibilities Role: Learner Goal: B Obj: 1	Students will describe what learning is and how they are learners.	Students are able to: 1. describe what learning means. 2. describe how they are learners.	Students are able to: 1. define learning in their own words (i.e., finding out something they didn't know, getting new knowledge, etc.) 2. a) describe two things they are learning b) indicate where they are learning those things identified in #2a c) indicate if anyone else is helping them to learn those things identified in #2a.

KINDERGARTEN

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Citizen Goal: C Obj: 1	Students will describe those rules they follow at home and school and why those rules are necessary.	Students are able to: 1. describe what is meant by a rule. 2. identify rules they follow at home and at school. 3. describe why rules are necessary.	Students are able to: 1. describe a rule as a command, a law, a statement of what to do or what not to do. 2. a) identify one rule that they follow at home b) identify one rule that they follow at school. 3. a) describe the necessity of rules in order to protect ourselves and others b) discuss that not everyone follows every rule in every setting--rules differ as people differ (i.e., differences in maturity, coordination, jurisdiction of the laws, etc.).
Content: V Rights & Responsibilities Role: Consumer Goal: D Obj: 1	Students will describe the appropriate place of purchase for various items.	Students are able to: 1. describe several things their family purchases. 2. identify the places where items are purchased. 3. discuss why it is important to know where to purchase the items.	Students are able to: 1. describe two things that their family purchases (i.e., groceries, clothes, tools, furniture, etc.). 2. using the examples from #1, identify the stores where these items are purchased (i.e., groceries/grocery store, tools/hardware store, clothes/department store, etc.). 3. a) discuss what would happen if they tried to buy the items identified in #1 at another place (i.e., groceries at a bank, tools at a restaurant, etc.) b) discuss that knowing where to go to buy what they want saves them time and energy.

KINDERGARTEN

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities **Role**: Producer **Goal**: E **Obj**: 1	Students will describe the work-activities of family members.	Students are able to: 1. identify the members of their families. 2. describe the work-activities that each family member does.	Students are able to: 1. name the members of their immediate families (actually related or not). 2. describe one work-activity for each family member named in #1.
Content: VI Valuing & Decision-Making **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: A **Obj**: 1	Students will describe people and activities they enjoy.	Students are able to: 1. describe people they enjoy being with. 2. describe activities they enjoy taking part in.	Students are able to: 1. a) identify two people they enjoy being with b) describe why they enjoy being with those two people. 2. a) identify two activities they enjoy taking part in b) describe why they enjoy those two activities.

KINDERGARTEN

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 1	Students will describe choices they make.	Students are able to: 1. identify what a choice is. 2. describe various choices they make.	Students are able to: 1. define choice as picking or deciding on something; a selection. 2. describe two choices they make (i.e., what to play with, what to play at recess, etc.).
Content: VI Valuing & Decision-Making **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: C **Obj**: 1	Students will describe decisions they make by themselves.	Students are able to: 1. describe different decisions in their lives. 2. identify those decisions they make by themselves.	Students are able to: 1. a) define decision as a choice; making a selection b) describe three different decisions in their lives, made by themselves and/or others (i.e., whether to go to school or not, what to eat, what to wear, where to play, etc.). 2. identify two decisions they make by themselves (i.e., what to wear, what to play, who to play with, etc.)

KINDERGARTEN

	Competency	Performance Indicators	Suggested Performance Levels
Content: VII Achievement Motivation Role(s) Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe what job they desire to do when they "grow up."	Students are able to: 1. name several different jobs. 2. describe what a "grown-up" is and name some grown-ups they know. 3. describe some jobs they might like to do when they grow up.	Students are able to: 1. name three different jobs (i.e., teacher, doctor, fireman, pilot, veterinarian, etc.) 2. a) describe in their own words what a grown-up is (i.e., an adult, a person who is bigger and older, etc.) b) name two grown-ups they know (one should not be a parent or guardian). 3. describe two jobs (first choice and second choice) they might like to do when they grow up.
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe tasks they can accomplish at home.	Students are able to: 1. describe things they can do at home that help others. 2. describe things they do at home to help themselves.	Students are able to: 1. describe two things they can do at home that help others (i.e., making bed, picking up toys, setting the table, etc.). 2. describe two things they do at home to help themselves (i.e., brush their teeth, get dressed, wash their hands before meals, etc.).

KINDERGARTEN

	Competency	Performance Indicators	Suggested Performance Levels
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe situations when others do not communicate the same way they do.	Students are able to: 1. recognize that there are different languages in the world. 2. recognize how others can communicate differently from themselves. 3. recognize that adults communicate differently from themselves.	Students are able to: 1. indicate that there are different countries in our world and recognize that people in those countries sometimes speak different languages (i.e., China/Chinese, Spain or Mexico/Spanish, France/French, etc.). 2. describe one other way that others can communicate differently from themselves (i.e., sign language, Braille, etc.). 3. describe one way that adults communicate differently from themselves (i.e., use bigger words, listen longer, read newspapers and big books, etc.).
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe situations that are going to happen in the future.	Students are able to: 1. describe something that will happen the next day. 2. describe something that will happen later on. 3. recognize that there are certain things that we expect to happen later on because they have always happened in the past.	Students are able to: 1. describe one thing that will happen the next day (i.e., they will wake up, they will eat supper, etc.) 2. describe one thing that will happen later on (i.e., they will go to school, they will play outside, Christmas will come, etc.). 3. name one thing that is expected to happen later on because it has happened in the past (i.e., sun rising, the seasons changing, etc.).

FIRST GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding **Role**(s): Individual **Goal**: A **Obj**: 1	Students will describe how they care for their physical health.	Students are able to: 1. describe preventive measures they take in caring for their physical health.	Students are able to: 1. describe five preventive measures (i.e., physical examinations, vaccinations, eating habits, sleep habits, exercise, cleanliness habits, etc.).
		2. describe measures they take in caring for their health when they are ill.	2. describe three measures they take when ill (i.e., visit the doctor, drugs, bedrest, liquids, bland diet, etc.).
Content: I Self Understanding **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 1	Students will recognize how others differ from themselves.	Students are able to: 1. identify and describe how others look and act.	Students are able to: 1. a) identify one person who is their own age, one person younger in age, and one person older. b) describe three ways each of those persons look and act (i.e., hair and eye color, size, weight, disposition or temperament, etc.).
		2. describe how they look and act.	2. describe three ways they look and act (i.e., hair and eye color, size, weight, disposition or temperament, etc.).
		3. describe how others differ in appearance and actions.	3. describe how the persons identified in #1 are different from themselves.

FIRST GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will describe responsibilities they have in their environment.	Students are able to: 1. describe their environment. 2. describe what constitutes a responsibility. 3. identify their responsibilities at home, school and any other setting (i.e., church, organizations, etc.).	Students are able to: 1. a) describe what an environment is: surrounding things, conditions or influences. b) describe three examples of their environment: home, school and town. 2. describe responsibility as something one is expected or trusted to do. 3. identify two responsibilities at home, two at school, and one at another setting (town, church, organizations, etc.).
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe those methods that enable them to speak so they can be understood by others.	Students are able to: 1. discuss that there are ways of speaking other than talking. 2. describe those preliminary skills that are necessary before actual verbalization. 3. describe those speaking skills that will enable them to be understood by others.	Students are able to: 1. discuss three different ways of speaking: talking (different countries have different languages), body language, and sign language. 2. describe two preliminary skills that are necessary before verbalization (i.e., raise their hands to get attention, wait until it is their turn to speak, respond when spoken to, etc.). 3. describe three of the four following speaking skills: • speak distinctly • speak with an adequate voice level • respond appropriately • contribute to the topic at hand

FIRST GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations Role(s): Individual Goal: B Obj: 1	Students will describe the roles of each family member.	Students are able to: 1. describe the meaning of role.	Students are able to: 1. describe role in this context as a part or function (job) taken on by a person.
		2. describe different roles that other family members have.	2. describe two different roles for each member of their family (i.e., father: worker on the job, housecleaner, home-teacher; mother: worker on the job, housecleaner, home-teacher; sisters and/or brothers: garbage collector, table-setter, playmate, worker at learning, bed-maker, etc.).
		3. describe the roles that they have in their family-life.	3. describe two roles that they have in their family-life.
Content: II Inter-personal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will describe characteristics they like in a friend and be aware of their personality characteristics that make up friendship qualities.	Students are able to: 1. describe what they feel a friend is.	Students are able to: 1. describe what a friend is in their own language (i.e., someone they like to be with, someone who helps them and who they can help, etc.).
		2. describe characteristics they like in a friend.	2. describe two characteristics they like in a friend (i.e., loyal, similar interests, fun to be with, etc.).
		3. describe characteristics in themselves that help them to be a friend.	3. describe two characteristics in themselves that help them to be a friend (i.e., care about others, fun-loving, like to talk, etc.).

FIRST GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: D Obj: 1	Students will recognize that they affect things and others around them.	Students are able to: 1. describe how a person can affect someone else. 2. describe how they affect things around them. 3. describe how they affect other persons that they know.	Students are able to: 1. a) define the concept of affect as influence; cause a change to occur (big or little). b) describe one way a person can influence someone else (parents influence their children, teachers influence their students, friends influence each other, etc.). 2. describe two ways they affect things around them (i.e., moved furniture to a different place, kicked a stone, fed a pet, decorated a Christmas tree, etc.). 3. describe two ways they affect other persons that they know (i.e., helped mother with the dishes/she had extra time to read, shared a toy with a friend/made friend feel happy and special, picked up toys off the stairs/allowed family to have a safe place to walk, etc.).
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe different ways they express their own feelings.	Students are able to: 1. describe feelings they have had recently. 2. describe how they have expressed their feelings. 3. describe how others reacted to the ways they expressed their feelings.	Students are able to: 1. describe three feelings they have had during the past week (i.e., anger, happiness, fear, surprise, sadness, embarrassment, hurt, etc.). 2. describe how they expressed those feelings identified in #1 (anger/yelled, happiness/laughed, sadness/cried, fear/screamed, etc.). 3. using the examples from #1 and #2, describe how others reacted to the ways they expressed their feelings (i.e., smiled, laughed, got angry with them, hugged them, etc.).

FIRST GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will recognize that the way they feel about something may be the same or different from how others feel.	Students are able to: 1. describe how they feel about a specific topic. 2. identify other persons who feel the same way they do. 3. identify other persons who feel differently than they do.	Students are able to: 1. a) choose a specific topic (i.e., favorite dessert, favorite pet, favorite game, etc.) b) indicate how they feel about the topic chosen in #1. 2. identify two other persons who feel the same way they do concerning the topic indicated in #1. 3. identify two other persons that feel differently than they do concerning the topic indicated in #1.
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe their daily activities at school.	Students are able to: 1. describe things they do to help themselves or others at school each day. 2. describe activities they enjoy at school. 3. describe activities at school that they do by themselves and those they do in a group.	Students are able to: 1. a) describe one thing they do to help themselves at school each day. b) describe one thing they do to help others at school each day. 2. describe two activities they enjoy at school. 3. a) describe one activity at school they do by themselves. b) describe one activity at school they do in a group.

FIRST GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe those things they learn at school.	Students are able to: 1. describe what constitutes learning. 2. discuss how they learn at school. 3. identify those things they have learned so far at school.	Students are able to: 1. describe learning as knowing or understanding something you never knew or understood before; gaining knowledge or skill. 2. discuss two ways they learn at school (i.e., group or individually at seat work, at play, through pictures or stories, by watching how someone acts, by doing for themselves, etc.). 3. identify two things they have learned so far at school (i.e., how to read, how to play with others, taking turns when talking, addition and subtraction, etc.).
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will distinguish which activities in their environment are done by certain people.	Students are able to: 1. identify various activities in their environment. 2. identify who does those activities. 3. describe any noticeable characteristics and correlations of the persons doing the activities.	Students are able to: 1. identify two activities in their environment (i.e., teacher, garbage collector, electrical engineer, veterinarian, etc.). 2. identify who does the three work activities described in #1. 3. describe any characteristics or correlations of the persons identified in #2 (i.e., most teachers are women, most football players are very big, jockeys are usually short in height, etc.).

FIRST GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Individual Goal: A Obj: 1	Students will recognize that there are families around the world.	Students are able to: 1. recognize the names of some countries. 2. recognize that there are families living in these countries. 3. discuss how families in other countries are similar to their family.	Students are able to: 1. recognize the names of two other countries. 2. recognize that there are families living in the countries described in #1. 3. discuss two ways families in other countries are similar to their family (i.e., group of persons who care about each other, at least one adult and one other person, number of parents or guardians, number of children, etc.).
Content: V Rights & Responsibilities Role: Learner Goal: B Obj: 1	Students will recognize that learning occurs at all ages.	Students are able to: 1. describe things they have learned in the past. 2. describe things they are presently learning. 3. describe things they will learn in the future.	Students are able to: 1. a) describe two things babies learn (i.e., to eat with a spoon, to crawl, to walk, to talk, etc.) b) describe two things preschoolers learn (i.e., to play with others, to count, to listen to stories, to help dress themselves, etc.). 2. describe three things they are presently learning (i.e., to read, to tell time, addition, subtraction, chores at home, physical activities or sports, etc.). 3. a) describe two things older children or teenagers learn (i.e., multiplication, how to play basketball, how to drive a car, how to do cursive writing, etc.) b) describe one thing that adults learn (i.e., a new hobby; a new recipe; things they did not learn earlier like how to change a tire, how to read if illiterate, how to drive, etc.).

FIRST GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities **Role**: Citizen **Goal**: C **Obj**: 1	Students will recognize the town, state, and country in which they reside.	Students are able to: 1. recognize the name of the town in which they reside. 2. recognize the name of the state in which they reside. 3. recognize the name of the country in which they reside.	Students are able to: 1. given a choice of three towns, recognize the name of the town in which they reside. 2. given a choice of three states, recognize the name of the state in which they reside. 3. given a choice of three countries, recognize the name of the country in which they reside.
Content: V Rights & Responsibilities **Role**: Consumer **Goal**: D **Obj**: 1	Students will understand why people use money in our economic system.	Students are able to: 1. discuss that there are different kinds of money. 2. describe the use of money as a system of trade. 3. identify when people are trading money for goods or money for services.	Students are able to: 1. a) name four different types of U.S. currency and recognize what each looks like (i.e., penny, nickel, dime, quarter, fifty-cent piece, dollar bill, etc.) b) discuss that different countries use different currencies. 2. a) describe trading as exchanging one thing for another. b) describe money as a means of trading for goods or services c) describe the convenience of using money for trading rather than something else. 3. a) identify two situations where people trade money for goods (i.e., food, gifts, toys, etc.) b) identify two situations where people trade money for services (i.e., doctors, tutors, dentists, etc.).

FIRST GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities **Role**: Producer **Goal**: E **Obj**: 1	Students will describe different work-activities and their importance.	Students are able to: 1. describe a variety of work-activities.	Students are able to: 1. describe three work-activities, (i.e., washing dishes, collecting the garbage, driving a truck, fixing cars, etc.).
		2. describe how these work-activities are important to others and themselves.	2. using the examples from #1, describe how these work-activities are important to others and themselves (i.e., dishwasher kills the germs on plates, garbage collector helps keep our homes neat and clean, truck drivers get food to market, etc.).
		3. describe what might happen if no one did these work-activities.	3. using the examples from #1, describe what would happen if no one did these jobs (i.e., dishwasher/they would run out of clean dishes, garbage collector/city would begin to smell bad and disease would spread, truck driver/food wouldn't get to market, etc.).
Content: VI Valuing & Decision-Making **Role(s)**: Individual, Learner, Citizen, Consumer, Producer **Goal**: A **Obj**: 1	Students will describe a variety of things that are important to them.	Students are able to: 1. describe what "important" means.	Students are able to: 1. define important in their own words (i.e., something that means alot, etc.).
		2. describe some things that are important to them.	2. describe two things that are important to them (i.e., this can include ideas, people, places, actions or objects).
		3. discuss why those things are important to them.	3. using the examples from #2, tell why their choices are important to them (i.e., they love those persons, object or action makes them feel happy, person takes care of them, etc.).

FIRST GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will recognize that everyone has to make choices.	Students are able to: 1. describe choices that their family members make.	Students are able to: 1. a) describe two choices their parents (guardians) make b) describe one choice their siblings (if any) make c) describe two choices that they make.
		2. describe choices that are made at school.	2. a) describe two choices that students make b) describe one choice that teachers make c) describe one choice that principals make.
		3. describe choices that others around them make.	3. a) choose two other persons they know (one adult and one child) b) describe one choice that each of the persons named in #3a make.
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will recognize which decisions are difficult for them.	Students are able to: 1. describe some of their choices and decide if they are easy to make or difficult to make.	Students are able to: 1. a) describe two choices they make (i.e., what to wear, what to eat, how to act with others, what to play, etc.) b) tell if those two choices are easy to make or difficult to make.
		2. describe how they feel when they have to make a difficult decision.	2. describe how they felt when they had to make a difficult decision (i.e., tense, angry, frightened, etc.).
		3. recognize any consistent pattern in those decisions that are difficult to make.	3. a) name two situations where they had to make difficult decisions b) recognize if there is any consistent pattern in what decisions are hard for them to make (i.e., regarding food, regarding how to respond to the way others are, etc.).

FIRST GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VII Achievement Motivation Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will recognize that there are different ways for getting tasks accomplished.	Students are able to: 1. describe some tasks they have done. 2. describe different ways that they could accomplish tasks. 3. recognize the two different approaches to getting a task done.	Students are able to: 1. describe two tasks they have done (i.e., getting dressed for school, setting the table, feeding a pet, etc.). 2. a) describe how they do the tasks identified in #1. b) describe a different way they could use to accomplish each task identified in #1. 3. recognize that there are two different approaches to getting things done: • thinking about it beforehand and planning and preparing ahead what to do • just doing the task without really thinking about it.
Content: VII Achievement Motivation Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe tasks they can accomplish at school.	Students are able to: 1. describe things they can do during class time. 2. describe things they can do during lunch. 3. describe things they can do during recess.	Students are able to: 1. describe two things they can do during class time (i.e., finish work neatly and on time, take care of class pets or plants, contribute appropriately in class, etc.). 2. describe two things they can do during lunch (i.e., eat their food, dispose of lunch trays or trash appropriately, use correct behavior in the lunch line and in the lunch room, etc.). 3. describe two things they can do during recess (i.e., swing, teeter-totter, play with balls, play on the jungle-gym, etc.).

FIRST GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VIII Problem Solving **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: A **Obj**: 1	Students will describe ways they communicate empathy and understanding to others.	Students are able to: 1. describe what it means to have empathy and understanding for someone.	Students are able to: 1. a) describe empathy and understanding as feeling what another person feels; caring for others; knowing what others mean or feel. b) describe how it feels to have someone understand them.
		2. describe ways to show care and understanding through words.	2. describe two ways to show care and understanding through words (i.e., saying "I understand," when appropriate relating a story similar to another's stating what another's feelings seem to be--"You must have felt sad," etc.).
		3. describe ways to show care and understanding through gestures.	3. describe two ways to show care and understanding through gestures (i.e., a pat on the arm or back, a smile, eye contact, a hug, nodding the head, etc.).
Content: VIII Problem Solving **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 1	Students will realize how they have changed during the past year.	Students are able to: 1. describe what change means.	Students are able to: 1. describe change as becoming different.
		2. describe what they were like last year.	2. a) describe one way they looked physically different last year (i.e., height and weight). b) describe one aspect of their mental abilities last year (i.e., could not read, could not subtract, etc.). c) describe one aspect of their social abilities last year (i.e., talked out of turn in class, didn't share very well, etc.).
		3. describe how they have changed in the past year.	3. a) describe one way they have changed physically (i.e., taller and heavier). b) describe one way they have changed mentally (i.e., can read, can subtract, etc.). c) describe one way they have changed socially (i.e., have more friends, share toys better, etc.).

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding **Role**(s): Individual **Goal**: A **Obj**: 1	Students will describe how they care for their mental health.	Students are able to:	Students are able to:
		1. describe what it means to have satisfactory mental or emotional health.	1. describe the concept of satisfactory mental health in their own terms: i.e., feeling good about yourself, feeling happy, not worrying about things all the time, etc.
		2. describe actions and feelings that contribute to satisfactory mental health.	2. describe three actions and/or feelings that contribute to satisfactory mental health (i.e., relaxation, leisure activities, loving and being loved, feeling helpful and worthwhile, etc.).
		3. describe how they care for their mental health.	3. describe two ways they care for their mental health (examples can be taken from #2).
Content: I Self Understanding **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 1	Students will recognize activities that interest them and those that do not.	Students are able to:	Students are able to:
		1. describe activities they are interested in.	1. describe two activities they are interested in.
		2. describe activities they are not interested in.	2. describe one activity they are not interested in.
		3. indicate some factors that may influence their interest (or lack of it) in certain activities.	3. indicate two factors that might influence their interest (or lack of it) in certain activities, (i.e., parental influence, peer pressure, physically unable to participate, maturity, etc.).

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: C **Obj**: 1	Students will give such examples of their environment as their address and the way from school to home.	Students will be able to: 1. identify what an address is and what is tells them. 2. recite their home address correctly. 3. describe how to get from school to home and some of the surroundings along the way.	Students are able to: 1. a) identify the parts of an address: apartment number (if applicable), house number, street name, town, and state. b) identify that an address tells them exactly where someone lives. 2. recite their house number (and apartment number if applicable), street name, town, and state. 3. describe at least three surroundings along the way from school to home.
Content: II Interpersonal Relations **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: A **Obj**: 1	Students will describe those listening and speaking skills that allow them to understand others and others to understand them.	Students are able to: 1. describe those listening skills that enable them to understand others. 2. describe those speaking skills that allow others to understand them.	Students are able to: 1. describe four of the five following listening skills: • attentiveness • timing (knowing when to listen and when to speak) • listening for content • listening to remember • listening for the speaker's feelings. 2. review the speaking skills learned in first grade; describe all four skills: • speak distinctly • speak with an adequate voice level • respond appropriately • contribute to the topic at hand.

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Interpersonal Relations Role(s): Individual Goal: B Obj: 1	Students will describe activities they participate in as a family.	Students are able to: 1. describe activities that they take part in with other family members. 2. describe which activities the whole family participates in. 3. discuss some of the benefits of having the whole family participate in different activities.	Students are able to: 1. describe three activities that they take part in with other family members (individually or together). 2. describe two activities the whole family participates in (i.e., evening meal, vacation trips, sports activities, etc.) 3. include in their discussion two examples of benefits of families cooperatively participating together (i.e., encourages more communication, family members get to know each other better, family members feel important and worthwhile to each other, etc.).
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will describe the process of making a friend.	Students are able to: 1. identify that the desire for friendship and caring about others are basic keys to making a friend. 2. identify that acting friendly is a means of making a new friend. 3. describe the process in sequence of how to make a friend.	Students are able to: 1. a) recognize why they would want friends (e.g., for companionship, help, etc.). b) describe the desire for friendship as a basic key to making friends. c) describe how caring about others is a basic key to making friends. 2. describe two ways of acting friendly as a means of making new friends: speaking kindly; being genuinely interested; sharing activities, experiences and feelings, etc.). 3. describe the following process in their own words: • really want that person as a friend • care about what happens to that person • speak kindly to that person • be interested in what that person does • share activities, experiences and feelings with that person.

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: D **Obj**: 1	Students will describe how the actions of others affect their own behavior.	Students are able to: 1. describe some actions of other persons they know.	Students are able to: 1. a) identify one person out of each of the following categories and describe one action that these persons do while interacting with them (the student). • family member (parent or sibling) • someone at school (teacher, classmate, etc.) • a close friend (not to be the same person as above).
		2. describe how the actions of others affect their own behavior.	2. describe how the actions described in #1b affect their own behavior (i.e., brother hides toy/student hunts for lost toy, teacher gives assignment/student does homework, friend compliments student/student feels good and smiles, etc.).
Content: III Expressing Ideas **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: A **Obj**: 1	Students will determine the appropriate situations for expressing different feelings.	Students are able to: 1. describe some feelings they experience.	Students are able to: 1. describe three feelings they have experienced (i.e., anger, happiness, fear, sadness, embarrassment, surprise, hurt, etc.).
		2. determine what situation would be appropriate for expressing their feelings.	2. a) describe one situation for each of the feelings identified in #1 that would be inappropriate for expressing that feeling b) describe one situation for each of the feelings identified in #1 that would be appropriate for expressing that feeling.
		3. recognize how to determine if a method or situation is appropriate or not for expressing their feelings.	3. recognize that a method or situation for expressing their feelings is considered not appropriate if expressing those feelings hurts themselves, others, or things such as pets, toys, furniture, etc.

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 1	Students will describe ways to express opinions so that they are understood by others.	Students are able to: 1. describe what an opinion is. 2. describe how they can express their opinions to others. 3. indicate how they know when others understand their opinions.	Students are able to: 1. a) define an opinion as a viewpoint; an idea or something they feel is important. b) describe one of their opinions (i.e., favorite dessert, favorite pet, best T.V. show, etc.). 2. describe two ways they can express their opinion to others (i.e., verbally, nonverbally in written form, in artistic form, etc.). 3. indicate two ways they know when others understand their opinions (i.e., others tell them they understand, written comments on their school papers, nonverbal ways such as nodding or smiling, etc.).
Content: IV Gathering & Processing Information **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: A **Obj**: 1	Students will describe necessary daily activities that are carried out by others.	Students are able to: 1. identify their needs. 2. describe the necessary daily activities associated with their needs that are carried out by others.	Students are able to: 1. identify three basic needs (i.e., food, clothing, shelter, physical health, love, etc.). 2. describe two necessary daily activities carried out by others (i.e., parent cooks meals, parent buys or sews clothing, parent rents or buys shelter, etc.).

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 1	Students will relate learning experiences at school to situations in the home.	Students are able to: 1. identify their family members and some of the home activities each member does. 2. identify home activities they engage in which use school academic or social experiences. 3. identify home activities an adult family member engages in which use school academic or social experiences.	Students are able to: 1. a) identify their family members b) identify two home activities that each family member does. 2. identify three home activities they engage in and the school experiences that relate to it. 3. a) identify one adult family member. b) identify three home activities that family member engages in and the school experiences that relate to it.
Content: IV Gathering & Processing Information **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 1	Students will define the meaning of stereotypes.	Students are able to: 1. define the meaning of stereotype. 2. provide examples of different stereotypes.	Students are able to: 1. define stereotype as the belief that a certain group possesses common qualities or characteristics. 2. provide one example of a stereotype (i.e., race prejudice, women should do housework, old people are scary, etc.).

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role(s): Individual Goal: A Obj: 1	Students will understand that all family members contribute toward family life.	Students are able to: 1. describe ways they contribute toward family life.	Students are able to: 1. describe two ways they contribute toward family life (i.e., chores, helping other family members who need them, sharing with siblings, etc.).
		2. describe ways other family members contribute toward family life.	2. a) describe two ways their parents or guardians contribute toward family life (i.e., cooking, cleaning, laundry, working for money to pay the bills, etc.). b) describe one way siblings (if there are any) contribute toward family life (i.e., chores, helping other family members, sharing, etc.).
		3. discuss the benefits of all family members contributing toward a satisfactory family life.	3. discuss one benefit of all family members contributing toward a satisfactory family life (i.e., jobs to be done are accomplished faster, all members gain a sense of worthwhileness, contributing allows a member some control over family life, etc.).

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities **Role**: Learner **Goal**: B **Obj**: 1	Students will describe where they learn.	Students are able to: 1. describe things they learn at home.	Students are able to: 1. describe two things they learn at home (i.e., how to cooperate, how to do specific chores, how to love, how to ride a bicycle, etc.).
		2. describe things they learn at school.	2. describe three things they learn at school (i.e., how to share, how to play with others, reading, math, P.E. activities, etc.).
		3. describe other places where they learn things.	3. a) describe two places where they learn in their community, other than home and school (i.e., neighborhood, movies, museum, church, etc.) b) using the examples from #3a, describe what they learn at those places c) describe two places outside of their community where they have or can learn (i.e., national parks, historical towns or museums, museums of natural history, the beach, etc.) d) using the examples from #3c, describe what they have or could learn at those places.
Content: V Rights & Responsibilities **Role**: Citizen **Goal**: C **Obj**: 1	Students will describe what a citizen is and how persons become citizens.	Students are able to: 1. describe what a citizen is.	Students are able to: 1. define a citizen as a person who is a member of a state or country which gives him rights and that person gives his/her loyalty to that state or country.
		2. describe how persons can become citizens of the United States.	2. describe the following three ways a person can become a U.S. citizen: • born to parents who are citizens • born in the United States • take and pass a citizenship test; make a special promise to be a good citizen (oath of citizenship).

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities **Role**: Consumer **Goal**: D **Obj**: 1	Students will understand what a consumer is and how they are consumers.	Students are able to: 1. describe what a consumer is. 2. list a variety of consumer activities. 3. describe situations where they are consumers.	Students are able to: 1. describe a consumer as a person who buys or uses things. 2. list four consumer activities (i.e., buying food, clothes, a home; using and paying for electricity, gasoline, water, etc.). 3. describe two situations where they are consumers.
Content: V Rights & Responsibilities **Role**: Producer **Goal**: E **Obj**: 1	Students will define "work" and recognize that all people work.	Students are able to: 1. define the concept of work. 2. describe how other people work. 3. describe how they work.	Students are able to: 1. define work as effort in doing or making something; a job. 2. a) describe two ways that adult work (i.e., work at home like cleaning or cooking, work at a job or career, etc.). b) describe one way those persons younger than them work (i.e., chores, play is work at learning, etc.). 3. describe two ways they work (i.e., chores, school, etc.).

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: A **Obj**: 1	Students will recognize that what is important to them may not be important to others.	Students are able to: 1. review what is important to them. 2. describe some things that are important to others but are not important to them. 3. describe some things that are important to them but are not important to others.	Students are able to: 1. describe three things (ideas, people, places, actions, or objects) that are important to them. 2. a) identify two persons who are close to them (i.e., parents, siblings, friend, teacher, etc.) b) describe one thing each that is important for the persons identified in #2a. 3. using the examples identified in #3a, describe one thing that is important to them but is not important to the two other persons.
Content: VI Valuing & Decision-Making **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 1	Students will describe those things they have learned which aid in making choices.	Students are able to: 1. describe ways of behavior they have learned that help in making choices. 2. describe attitudes toward others they have learned that help in making choices.	Students are able to: 1. a) describe two ways of behavior they have learned at home, school, church, etc. (i.e., manners, not to hit, to share or take turns, etc.) b) describe how these two ways of behavior can help in making choices (i.e., decide to ask politely for a toy instead of grabbing, decide to make someone happy by sharing, etc.). 2. a) describe one attitude toward others that they have learned at home, school, church, etc. (i.e., respect for others, others are important too, etc.) b) describe how this attitude toward others can help in making a choice (i.e., saying hello instead of ignoring someone, showing appreciation when someone does something nice, etc.).

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: C **Obj**: 1	Students will recognize why some choices are made for them; they can accept those choices and make their own decisions when appropriate.	Students are able to: 1. identify those choices that are made for them by others.	Students are able to: 1. a) identify two choices that are made for them by others b) identify who makes those two choices (i.e., parent, teacher, older sibling, etc.).
		2. recognize why those choices are made for them by others and accept those times when others must make decisions for them.	2. a) provide one reason why choices sometimes must be made for them (i.e., older person knows more about what might happen or what looks best, etc.) b) describe two situations where they know it is important to have an older person make the decision (i.e., situations regarding safety, emergency care, foresight into the future, etc.) c) describe how they act when they accept decisions others must make for them.
		3. determine when it is appropriate to make their own decisions.	3. determine two occasions when it is appropriate for them to make their own decisions (i.e., what to play at recess, dressing, playing with others safely, etc.).
Content: VII Achievement Motivation **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: A **Obj**: 1	Students will describe a work activity they have to do and the way they get that activity done.	Students are able to: 1. describe a work activity they do.	Students are able to: 1. describe one work activity they are responsible for (i.e., feeding a pet, doing an arithmetic paper, making their bed, etc.).
		2. describe any planning they do to accomplish their work activity.	2. describe the planning involved for accomplishing the work activity identified in #1 (i.e., planning when to carry out the work activity, planning what materials to use, etc.).
		3. describe the steps they take in getting their work activity done.	3. describe the steps they take in getting the work activity identified in #1 done.

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VII Achievement Motivation **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 1	Students will describe tasks that are carried out by self and others and the purposes of those tasks.	Students are able to: 1. describe tasks that are carried out by self and others.	Students are able to: 1. a) describe one task that is carried out by younger children (i.e., building block tower, bouncing a ball, picking up toys, etc.). b) describe two tasks that they carry out themselves (i.e., finishing class assignments, doing chores at home, playing baseball, etc.). c) describe two tasks that are carried out by adults (e.g., employment activity, cleaning house, planting a garden, etc.).
		2. identify the purposes of those tasks.	2. using the examples from #1a, b, and c, identify the purposes of those tasks (e.g., learning balance and coordination, fun and relaxation, keeping home neat and clean, learning subject matter, providing food to eat, providing money to pay bills, etc.).
		3. recognize that all tasks have purposes.	3. indicate that they recognize that every task, no matter how large or small, has a purpose.
Content:VIII Problem Solving **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: A **Obj**: 1	Students will describe situations in which they need help from others.	Students are able to: 1. describe some reasons why they might need help with problems.	Students are able to: 1. describe two reasons why they might need help with problems (i.e., need more information or ideas, lack of needed physical strength, lack of needed emotional maturity, etc.).
		2. describe other persons who might help them with different problems.	2. describe two other persons who might help them with different problems (i.e., parent or doctor/health problems, teacher/math problem, counselor/major social problem, peers/minor social problem, etc.).
		3. describe situations where they need help from others.	3. a) describe a past situation when they received help from someone else and how it affected them. b) predict a situation when they might need help from someone else in the future.

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VIII Problem Solving **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 1	Students will define what "future" means and describe situations they desire to happen in the future.	Students are able to: 1. define what the concept of future means. 2. describe things or happenings that make them feel happy. 3. describe situations that they would like to happen and when they would like them to happen.	Students are able to: 1. define the concept of future as time to come; referring to events to come or happen later on, whether it be in the next hour or an eternity. 2. describe two things or happenings that make them feel happy. 3. a) describe two situations they would like to happen (i.e., get a new bicycle, eat ice cream, go see grandparents, etc.). b) describe when they would like the situations to happen (i.e., new bicycle for Christmas, eat ice cream for birthday, etc.).

THIRD GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding **Role**(s); Individual **Goal**: A **Obj**: 1	Students will describe how exercise and nutrition affect their mental health.	Students are able to: 1. describe satisfactory exercise and eating habits for their age group.	Students are able to: 1. a) describe two exercises and the general muscles that benefit. b) describe the basic food groups and what they need each day from each group.
		2. describe how poor exercise and eating habits affect their mental health.	2. a) define the concept of mental health in their own terms: the way one feels and acts. b) describe two examples of how poor exercise and eating habits affected their actions and feelings.
		3. describe how satisfactory exercise and eating habits affect their mental health.	3. describe two examples of how good exercise and eating habits affected their feelings and actions.
Content: I Self Understanding **Role**(s): Individual, Learner, Citizen, Consumer, Producer, **Goal**: B **Obj**.: 1	Students will realize that environment influences interests and capabilities.	Students are able to: 1. define interests and capabilities.	Students are able to: 1. a) define interests in their own words (i.e., things they like to do or learn about, activities they enjoy but do not necessarily have to be skilled in that area, etc.) b) define capability in their own words (i.e., the ability or power to accomplish something or to succeed, etc.). c) describe two interests and one capability.
		2. describe how they have the capabilities that they do.	2. describe that their capabilities exist because of heredity and the influence of their environment.
		3. describe how different aspects of their environment have influenced their interests and capabilities.	3. a) describe two aspects of their environment that have influenced their interests and capabilities (i.e., home, school, neighborhood, town, church, etc.).

THIRD GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. (continued)	b) describe how these two aspects of their environment have influenced their interests and capabilities (i.e., parental encouragement/home; education from a teacher/school; actual physical circumstances/skiing requires snow, etc.
Content: I Self Understanding **Role**(s): Individual, Learn, Citizen, Consumer, Producer **Goal**: C **Obj**.: 1	Students will describe situations where they have some control over themselves.	Students are able to: 1. identify situations where they have control over their physical selves. 2. identify situations where they have control over their intellectual selves. 3. identify situations where they have control over their emotional selves. 4. identify situations where they have control over their social selves.	Students are able to: 1. identify two situations where they control their physical selves (i.e., dressing appropriately, exercising, cleanliness, following safety rules, etc.). 2. identify two situations where they control their intellectual selves (i.e., learning in school or at home, paying attention, being motivated to learn, application of learning, etc.). 3. identify two situations where they control their emotional selves (i.e., ways they express feelings--fights, temper tantrums, smiling, laughing, etc.; and ways they deal with tension--relaxation, exercise, etc.). 4. identify two situations where they have control over their social selves (i.e., choosing friends, choosing activities, showing manners, etc.).
Content: II Interpersonal Relations	Students will describe ways in which we communicate nonverbally to others.	Students are able to: 1. discuss how both silence and body language are means of nonverbal communication.	Students are able to: 1. a) describe the meaning of nonverbal communication (i.e., the ability to send a message without making sounds). b) describe three different forms of body language and the messages they send (i.e.,

THIRD GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Role(s): Individual, Learner, Citizen, Consumer, Producer **Goal:** A **Obj.** 1	(continued)	1. (continued)	clenched fists/anger, raised eyebrows/surprise or disapproval, slumped posture/disappointment, smile/acceptance, etc.). c) describe one message that is sent through a response of silence (i.e., disapproval through ignoring, expectation for further comment, etc.).
		2. discuss the importance of understanding clearly the meaning of nonverbal responses.	2. discuss two reasons why it is important to clearly understand nonverbal responses (i.e., possible misunderstanding, wrong response, messages may be about feeling for self rather than feelings about speaker, etc.).
Content: II Interpersonal Relations **Role(s):** Individual **Goal:** B **Obj.:** 1	Students will define what "family" means.	Students are be able to:	Students are able to:
		1. define what is meant by the immediate family.	1. a) define the immediate family as those persons they belong to and live with; usually they are related to these persons. b) describe their immediate family.
		2. define what is meant by the extended family.	2. a) define the extended family as those persons whom they are related to but do not necessarily live with (i.e., grandparents, aunts, uncles, cousins, etc.). b) describe their extended family.
		3. recognize that there are different families.	3. a) describe two characteristics that are common to most families (families contain adults, family members care about each other, family members help to supply each others' needs, etc.). b) describe three ways families can be different (i.e., families with no children, families with one parent, families where children are adopted or are foster children, families having different numbers of children, etc.).

THIRD GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Interpersonal Relations **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: C **Obj**.: 1	Students will describe the process of making and keeping a friend.	Students are able to: 1. describe how trust, the development of loyalty, and skill in problem-solving are ways of helping to keep a friend.	Students are able to: 1. a) describe what trust means (e.g., faith, firm belief in the honesty, truthfulness, justice, or power of a person or thing). b) describe what loyalty means (e.g., faithfulness, the ability to trust someone to stick by you) and how it helps to keep a friend. c) describe three ways of problem-solving (e.g., communication, taking turns, sharing, apologizing, helping each other, etc.) and how they help to keep a friend.
		2. describe how acting friendly is a way of keeping a friend.	2. describe examples of acting friendly and how those examples help to keep a friend (e.g., speaking kindly; being genuinely interested; sharing activities, experiences and feelings).
		3. describe the entire process in sequence of how to make and keep a friend.	3. describe the following process in their own words: • really want that person as a friend • care about what happens to that person • speak kindly to that person • be interested in what that person does • share activities, experiences, and feelings with that person • trust that person and show you are trustworthy • be loyal to that person • use skill in problem-solving instead of • letting anger destroy the relationship.

THIRD GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations Role(s): Individual, Learner, Citizen, Consumer Producer Goal: D Obj: 1	Students will recognize the actions they take that affect others' feelings.	Students are able to: 1. identify the basic feelings. 2. discuss that a person's actions and decisions affect others' feelings. 3. describe actions they take that influence corresponding feelings in others.	Students are able to: 1. identify at least four of the basic feelings: happiness, anger, sadness, fear, surprise, pride. 2. discuss the connection between actions or decisions and feelings that result in others; use one example in the discussion of a time when someone's decision or action affected their feelings 3. describe three of their actions that cause three different feelings in others (i.e., an action that caused happiness, an action that caused fear, etc.).
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe ways others express thoughts and feelings to them.	Students are able to: 1. describe different ways others express thoughts and feelings. 2. describe how others express thoughts and feelings to them. 3. indicate how they prefer others to express their thoughts and feelings to them	Students are able to: 1. describe three different ways others express thoughts and feelings (i.e., written messages nonverbal messages like facial expressions, hitting, a hug . . .; clear verbal messages; hidden messages when they say one thing but mean another; blaming; etc.). 2. a) describe how younger persons express their thoughts and feelings to them. b) describe how peers express their thoughts and feelings to them. c) describe how adults express their thoughts and feelings to them. 3. a) indicate two ways they prefer others to express their thoughts and feelings to them (i.e., clearly written messages, clear verbal messages, positive nonverbal messages, etc.). b) discuss why they prefer the two ways described in #3a, (i.e., it does not hurt them, it does not hurt their belongings, etc.).

THIRD GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj.: 1	Students will describe opinions that they feel strongly about.	Students are able to: 1. identify several of their opinions. 2. decide which opinions are important to them. 3. discuss why these opinions are important to them.	Students are able to: 1. identify their opinions concerning the following topics: • delicious food • importance of education • interesting T.V. show • the importance of having friends • how people should treat animals • how people should act toward each other. 2. decide what three opinions of those identified in #1 are most important to them. 3. using the three opinions described in #2, discuss why each of those opinions are important to them.
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj.: 1	Students will recognize that people have varying roles and will describe their own roles.	Students are able to: 1. describe what constitutes a role. 2. describe their own roles. 3. identify persons of differing ages and describe their varying roles.	Students are able to: 1. describe a role as a life-task or relationship, a part played in real life. 2. describe three of their roles (i.e., son or daughter, grandchild, sister or brother, student, citizen, consumer, producer, etc.). 3. a) identify a preschool child and an adult b) describe their varying roles (i.e., son or daughter, sister or brother, . . ., worker, consumer, leisure participant, etc.).

THIRD GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 1	Students will describe things they learn in the community as citizens and consumers.	Students are able to: 1. describe some of their activities in the community. 2. describe some things they have learned from their community activities. 3. describe some things they have learned from their consumer activities.	Students are able to: 1. describe three things they do or organizations they belong to in the community (i.e., shop at the stores, play in the park, go to church, go to Girl or Boy Scouts, etc.). 2. describe one thing they have learned from their community activities (i.e., how to get around in their community, how to help their community, who makes up their community, who takes care of their community, etc.). 3. a) describe one example of where they shop and things they buy. b) describe one thing they have learned from their consumer activities (i.e., how to plan what they want to buy, how to find products they plan to buy, how to ask a salesperson for help, etc.).
Content: IV Gathering & Processing Information **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: C **Obj**: 1	Students will describe stereotypes that correspond to certain jobs.	Students are able to: 1. describe a variety of jobs. 2. list the stereotypes that may correspond to those jobs.	Students are able to: 1. describe three different jobs (i.e., teacher, banker, football player, farmer, etc.). 2. a) review the meaning of stereotype (belief that a certain group possesses common qualities or characteristics). b) list one stereotype that may be associated with the workers or work fields described in #1.

THIRD GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Individual Goal: A Obj: 1	Students will recognize that there are different kinds of families.	Students are able to: 1. describe the meaning of immediate family.	Students are able to: 1. a) define immediate family as those persons they live with (i.e., parents, guardians, siblings, etc.). b) identify their own immediate family.
		2. describe the meaning of extended family.	2. a) define extended family as those relatives that are not directly a part of their immediate family. b) identify at least one extended family member (i.e., grandparent, aunt, uncle, cousin, etc.).
		3. describe some differences in families.	3. describe three differences that can occur in families (i.e., number of parents, number of children, families where the children are adopted, families where the children have foster parents, extended family members with the immediate family, etc.).
Content: V Rights & Responsibilities Role: Learner Goal: B Obj: 1	Students will describe the basic methods of learning.	Students are able to: 1. describe the three basic methods of learning.	Students are able to: 1. describe the three basic methods for learning: • experience-learning by doing • exposure-learning through reading, listening, watching films or pictures, etc. • modeling-learning by patterning after someone.
		2. describe situations where they see experience, modeling, and exposure as methods of learning in their school.	2. a) describe one situation where they see learning by experience in their school b) describe one situation where they see learning through exposure in their school c) describe one situation where they see learning through modeling in their school.

THIRD GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Citizen Goal: C Obj: 1	Students will describe reasons why a country needs laws and governments.	Students are able to:	Students are able to:
		1. discuss what governments and laws do.	1. discuss two purposes of governments and the laws they make (i.e., to represent the desires of its citizens, to act as a control in the best interests of its citizens, to provide services to benefit its citizens, etc.).
		2. describe why people in a country need the controls and services that government and laws provide.	2. describe two reasons why people in a country need the controls and services that government and laws provide (i.e., to help people, to keep things more organized, to keep the balance between a person's rights and a person's responsibilities, etc.).
		3. describe what might happen if there were no government or laws in our country.	3. describe two things that might happen if there were no government or laws in our country (i.e., chaos, people doing or taking what they want at the expense of others, inequality, etc.).

THIRD GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Consumer Goal: D Obj: 1	Students will describe how to use money correctly when paying for something.	Students are able to: 1. describe how to count out correct change from a dollar bill.	Students are able to: 1. a) describe how to put change together to total one dollar (i.e., 3 quarters + 2 dimes + 1 nickel, 10 dimes, etc.). b) describe how much change they would have left over if they gave a salesperson one dollar for an item costing less than a dollar (e.g., $1.00 for a 30¢ item, $1.00 for a 90¢ item, etc.)
		2. discuss how much money they need to give a salesperson when buying something.	2. discuss the concept that when buying something, they must give money equal to or greater than the cost of that product or service (i.e., to buy a 25¢ candy bar, they must give the salesperson 25¢ or more).
		3. describe situations when they might need to make change.	3. describe two situations when they might need to make change (i.e., when they are selling something and have to give change to someone else, when they are buying something and have to calculate whether or not they have been given the correct change).

THIRD GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities **Role**: Producer **Goal**: E **Obj**: 1	Students will recognize that a producer can have many different roles.	Students are able to: 1. define what constitutes a producer. 2. identify people of varying ages, their roles, and how they are producers. 3. identify their roles and how they are producers.	Students are able to: 1. define producer as someone who makes something; a worker. 2. a) identify one younger person, a person near their own age, and one adult b) describe two roles for each person (parent, sibling, son/daughter, grandchild, etc.) c) describe one example of how each person is a producer (i.e., worker on the job, mother produces a clean home, student produces school work, etc.). 3. a) identify three of their roles (i.e., son/daughter, grandchild, sibling, student, etc.). b) describe two examples of how they are producers (i.e., students produce school work, producing concerning chores at home--a trash collector produces a neat home, producing concerning play or leisure activities--making a model airplane, etc.).
Content: VI Valuing & Decision-Making **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: A **Obj**: 1	Students will describe how what is important to others influences what is important to them.	Students are able to: 1. identify persons they care about and/or who have authority over them. 2. describe some ideas, behavior, persons or things that are important to these persons. 3. discuss how what is important to these persons influences what is important to them.	Students are able to: 1. identify three persons they care about and/or who have authority over them (i.e., close friend, parent, teacher, policeman, etc.). 2. describe one important idea, behavior, person, or thing for each of the persons identified in #1. 3. using the information from #1 and #2, discuss how what is important to them has been influenced by what is important to others (i.e., others encouraged their interest in an activity, authority-figure taught them to respect certain behaviors, etc.).

THIRD GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe their thought processes before a decision is made.	Students are able to: 1. describe what they think about before making a decision.	Students are able to: 1. a) define a decision as making a choice or judgment b) describe one decision they have had to make c) describe what they thought about before making that decision.
		2. recognize if their thoughts before making a choice have any consistent pattern.	2. describe the pattern of their thinking before making a decision (i.e., knowing the problem, thinking of possible answers, imagining what would happen if they chose different answers, choose the answer that seems best to them).
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will describe why they might want to change a decision and recognize when it is or is not possible to make that change.	Students are able to: 1. describe why they might want to change a decision.	Students are able to: 1. describe two reasons why they might want to change a decision (i.e., unexpected changes in circumstances; consequences of a decision turn out differently, so the decision unexpectedly affects others, etc.).
		2. identify times when it is not possible to change decisions.	2. identify one time when it would not be possible to change a decision (i.e., others have already been affected, too much time has elapsed, etc.).
		3. identify times when it may be possible to change decisions.	3. identify one time when it might be possible to change a decision (i.e., before anyone has been affected, before much time has elapsed, etc.).

THIRD GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VII Achievement Motivation **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: A **Obj**: 1	Students will describe the trial-and-error approach to a task.	Students are able to: 1. define trial-and-error. 2. describe a trial-and-error approach to different tasks. 3. describe some results of a trial-and-error approach to a task.	Students are able to: 1. define trial-and-error as randomly trying different ways of doing something until the right way is found. 2. a) describe two different tasks (i.e., feeding a pet, doing an assignment, making a bed, setting the table, etc.). b) describe a trial-and-error approach to the tasks identified in #2a, (i.e., feeding a pet/feeding any amount or any kind of food until the right combination is found, setting the table/putting dishes on one at a time before finding out what is to be served, etc.). 3. describe one result of the trial-and-error approach for each of the examples in #2 (i.e., feeding the pet/an ill pet; setting the table/extra energy required to change dishes if soup is served instead of meatloaf; etc.).
Content: VII Achievement Motivation **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 1	Students will describe ways they judge if they have satisfactorily accomplished their tasks.	Students are able to: 1. list some specific tasks they feel they have done a good job on. 2. describe how they know if they have done a good job at a task they have accomplished.	Students are able to: 1. list two specific tasks they feel they have done a good job on. 2. a) describe two ways they can tell within themselves if they have done a good job (i.e., feeling of self-satisfaction, pride, bodily reactions if the task has been physically active, etc.). b) describe two ways they can tell from others they have done a good job (i.e., verbal reactions from others such as compliments, statements of appreciation,...; nonverbal reactions such as a smile, a pat on the back, a hug, etc.).

THIRD GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe those activities in which others need their help.	Students are able to: 1. describe situations where they have helped others in the past.	Students are able to: 1. describe two situations where they have helped others in the past (i.e., brought in groceries for parents, entertained younger sibling, helped friend with problem in school work, etc.).
		2. discuss ways others express need for their help.	2. a) discuss one nonverbal way others express need for their help (i.e., facial expressions or eye contact showing questioning or pain, a hand gesture toward them, etc.). b) discuss two verbal ways others express need for their help (i.e., such phrases as "help me, could you . . ., would you please . . ., etc.").
		3. describe ways they can help others.	3. a) describe two ways they could presently help others (i.e., call the fire department if a house was on fire, help a lost child in a store, make a new student feel comfortable, etc.). b) speculate about one way they might be able to help others in the future (i.e., as a doctor, help people to get well; as a teacher, help people to learn; as a mechanic, help fix others' cars; etc.).

THIRD GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VIII Problem Solving **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 1	Students will describe how life roles have and will change as they grow older.	Students are able to:	Students are able to:
		1. describe the major life roles and how those roles apply to them.	1. a) describe the five major life roles (family members, learner, citizen, consumer, and producer) in their own language. b) describe how each life role applies to them (i.e., son or daughter, learner at school, participant in a club or activity in the community, someone who can purchase things, a worker at school and at home, etc.).
		2. describe how their life roles have changed.	2. a) describe their life roles when they were four years old. b) describe two ways their roles have changed (i.e., more independent now, more responsibility, making own decisions in more areas, etc.).
		3. describe how their life roles will change as they grow older.	3. a) imagine what their life roles may be like in the future. b) describe two ways their roles will possibly change (i.e., even more responsibility, marriage, parent as well as a son or daughter, more emphasis on producer and consumer roles, etc.).

FOURTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role(s): Individual Goal: A Obj: 1	Students will recognize that they are important to themselves and others.	Students are able to: 1. discuss why everyone needs to feel important.	Students are able to: 1. a) discuss what happens when someone does not ever feel important. b) discuss two reasons why everyone needs to feel important (i.e., when people feel important they believe in themselves, feel physically healthier, do their jobs better, get along with others, try succeeding in different tasks, etc.).
		2. describe people who are important to them and why they are important.	2. a) describe four people who are important to them. b) describe one reason why each person is important (i.e., fulfills some physical or emotional need, is a role model, etc.).
		3. describe situations when they are important to others and when they feel special to themselves.	3. a) describe two situations when they are important to others. b) describe two situations when they are important to themselves.
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will indicate how all people are different and that they have different skills and abilities.	Students will be able to: 1. describe the physical and personality characteristics of themselves and others at various ages.	Students are able to: 1. a) define characteristics: something that distinguishes one person from another b) base descriptions on the physical and personality changes that occur over three different ages - 3 years old, their own age, and an adult.
		2. identify the skills and abilities of themselves and others.	2. a) define skill: something a person has learned to do often and well b) define ability: the power to do something well c) identify three skills and abilities for themselves and one each for two other persons.
		3. describe the skills and abilities of themselves and others.	3. base their descriptions on the skills and abilities identified in #2 and discuss the similarities and differences.

FOURTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will recognize situations where they have some control over their environment.	Students are able to:	Students are able to:
		1. identify situations where they have control in their home.	1. identify two situations where they exhibit control in their home (i.e., doing their chores, interacting with siblings, cooperating with family members, etc.).
		2. identify situations where they have control in their school.	2. identify two situations where they exhibit control in their school (i.e., choice of involvement and contributions in classroom and in activities, class responsibilities, etc.).
		3. identify situations where they have control in their community.	3. identify two situations where they exhibit control in their community (i.e., buying in stores, respecting property, involvement and contribution to community activities, etc.).
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will listen to and speak with both friends and others who are not close friends.	Students are able to:	Students are able to:
		1. distinguish between close friends and those persons who are not close friends.	1. a) provide five examples of persons they listen to and speak with (i.e., teachers, students, store clerks, family, people in the community, workers, peers, etc.). b) provide two examples of close friends. c) provide two examples of persons who are not close friends.
		2. describe how they listen to and speak with their friends and those persons who are not close friends.	2. a) describe two situations when they listen to and speak with friends. b) describe two situations when they listen to and speak with persons who are not close friends.
		3. compare ways they listen to and speak with others.	3. based on the examples given in #2, indicate the quality and intensity of the skills they use.
			* demonstrate observable behaviors (i.e., exhibit at school a growing ability to listen to and speak with both friends and others who are not close friends, etc.).

FOURTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations Role: Individual Goal: B Obj: 1	Students will describe the benefits of family cooperation.	Students are able to: 1. describe what cooperation means.	Students are able to: 1. define cooperation as working together toward a common goal or purpose.
		2. discuss ways their family members cooperate.	2. discuss two ways their family members cooperate (i.e., cleaning house, preparing meals, building a project, etc.).
		3. describe the benefits of their family's cooperation.	3. describe three benefits of their family cooperation (i.e., work is done faster, sharing the work is more fun, cooperation encourages more communication and interaction, cooperation encourages feelings of importance, etc.).
Content: II Inter-personal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will describe how people depend on each other to fulfill their needs.	Students are able to: 1. identify their needs.	Students are able to: 1. identify three of their needs (e.g., love, food, clothing, shelter, ability to communicate, etc.).
		2. identify situations where people work together.	2. identify two situations where people work together (e.g., assembly line making a car, farmers and truckers getting food to market, students working on a project together, friends or family helping each other, etc.).
		3. identify situations where people depend on each other.	3. identify three situations where people depend on each other (e.g., farmers for food, loggers for housing construction, telephone operators for communications, parents and friends for love and companionship, etc.).

FOURTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: D Obj: 2	Students will explain how what they say affects others' actions and how what others say affect their actions.	Students are able to:	Students are able to:
		1. describe situations where what they say has affected how others acted.	1. describe two situations where what they have said has affected how others have acted.
		2. describe situations where what others said has affected how they acted.	2. describe two situations where what others have said has affected how they acted.
		3. explain the interrelationship between speech and actions.	3. based on the examples given in #1 and #2, explain the interrelationship between speech and actions: own speech → others' feelings → others' actions and speech → own feelings → own actions and speech, etc.
			* demonstrate observable behaviors (i.e., demonstrate a growing understanding of how they affect others by what they say and how they are influenced by what others say, etc.).
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe what constitutes an opinion, a belief, and a fact.	Students are able to:	Students are able to:
		1. describe what constitutes an opinion.	1. a) define opinion as a point of view; an idea; a feeling toward a certain way of thinking. b) provide an example of an opinion (i.e., one TV show is better than another, their favorite dessert is the best of all, etc.).
		2. describe what constitutes a belief.	2. a) define a belief as a strong feeling about something; faith; acceptance of something. b) provide one example of a belief (i.e., own religious beliefs, belief that one type of behavior is better than another, etc.).
		3. describe what constitutes a fact.	3. a) define a fact as a truth; something that has really happened; something real. b) provide one example of a fact (i.e., their name, their birthdate, the color of their hair, etc.).

FOURTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 1	Students will discuss and differentiate the definitions of assertiveness, aggressiveness, and non-assertiveness.	Students are able to: 1. describe the meaning of assertiveness.	Students are able to: 1. a) define assertiveness as expressing one's feelings, beliefs, or desires in such a way that enhances self-respect and dignity but does not interfere with others' safety or self-respect. b) recognize situations that exemplify assertiveness.
		2. describe the meaning of aggressiveness.	2. a) define aggressiveness as getting needs met or expressing desires, feelings, or beliefs at the expense of someone else's dignity or self-respect; aggressiveness does not always result in the person respecting him/herself. b) recognize situations that exemplify aggressiveness.
		3. describe the meaning of non-assertiveness.	3. a) define non-assertiveness as bottling up emotions ranging from warmth to anger because of high levels of anxiety, guilt, or deficiencies in social skills; non-assertiveness does not result in respect for oneself. b) recognize situations that exemplify non-assertiveness.
		4. discuss the differences between assertiveness, aggressiveness, and non-assertiveness.	4. include the following in their discussion: • aggressiveness and non-assertiveness do not foster self-respect and dignity while assertiveness does • aggressiveness is not concerned with others, assertiveness is • non-assertiveness does not emphasize concern for one's own feelings and dignity, assertiveness does.

FOURTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: A **Obj**: 1	Students will understand what important events affect the lives of self and others.	Students are able to: 1. describe what constitutes an important event. 2. identify the important events in their lives. 3. recognize that the number and variety of important events depends on how long a person has lived.	Students are able to: 1. describe an important event as something that happens that makes a difference or changes their lives. 2. identify three important events in their lives (i.e., being born, learning to walk, learning to talk, starting school, etc.). 3. a) identify an older person. b) describe the important events in his/her life. c) discuss how the number and variety of events are greater than theirs because that person has lived longer.
Content: IV Gathering & Processing Information **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 1	Students will describe how workers learn from their jobs.	Students are able to: 1. describe a variety of jobs and the amount of educational preparation those jobs require. 2. describe how workers learn about dealing with people from their jobs. 3. describe how workers learn more about themselves from their jobs.	Students are able to: 1. a) describe two jobs they might be interested in. b) describe the educational preparation the jobs described in #1a require. 2. describe two ways workers learn about dealing with people from their jobs (i.e., getting along with fellow workers, learning to operate in an employer-employee relationship, ability to communicate ideas or desires to fellow workers effectively, etc.). 3. describe one way workers learn more about themselves from their jobs (i.e., understanding their work limits, their ability to continue learning on the job, their ability to improve their job skills with practice, etc.).

FOURTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will describe a variety of stereoetypes and indicate ways that stereotypes affect them.	Students are able to: 1. describe a variety of stereotypes. 2. describe how stereotypes affect their lives.	Students are able to: 1. a) review the meaning of stereotype (belief that a certain group possess common qualities or characteristics). b) describe three stereotypes (i.e., race prejudice, all women are weak, all athletes are dumb, all teenagers are bad drivers, etc.). 2. describe two ways stereotypes affect their lives (i.e., their attitudes toward others and others' attitudes toward them).
Content: V Rights & Responsibilities Role: Individual Goal: A Obj: 1	Students will recognize that both parents and children have responsibilities.	Students are able to: 1. describe some responsibilities which children have. 2. describe some responsibilities which parents have.	Students are able to: 1. a) describe two responsibilities which children have (i.e., demonstrating respect toward parents; chores such as feeding pets, setting the table, cleaning their room...; cooperate with family members in working toward a satisfactory family life, etc.). b) recognize that responsibilities will vary within each family. 2. a) describe three responsibilities which parents have (i.e., provide food, clothing, shelter, a place to sleep, physical and medical care, emotional support, respect, and educational opportunities, etc.). * Reference for concept clarification: Legal authorization concerning child abuse and neglect--Georgia Code 74-111 (1977), 32-2111 (1945), 32-1009 (1919). b) recognize that different families view responsibilities differently.

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. discuss how the meeting of responsibilities of both parents and children contributes toward a satisfactory family life.	3. include the following points in their discussion: • when family members meet their responsibilities they convey the message that they value the other members • family members who meet their responsibilities contribute toward other members being able to meet their responsibilities (this effect is more pronounced with parents upon children rather than vice-versa) • family responsibilities are directly related to family rights.
Content: V Rights & Responsibilities Role: Learner Goal: B Obj: 1	Students will identify the learning process.	Students are able to: 1. describe what is involved in the learning process.	Students are able to: 1. a) identify the four basic steps of the learning process: • initial exposure • repetition of exposure • responding • reinforcement b) identify two means of carrying out each of the basic parts of the learning process: • initial exposure (i.e., reading; listening to a speaker, tape, record...; watching a model, film, television, pictures...; feeling for experiencing through the other senses; etc.) • repetition of exposure (i.e., through identical and/or other means as initial exposure: see the examples above)

FOURTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	1. (continued)	• responding (i.e., testing, self-tests, verbal responding, nonverbal responses, etc.). • reinforcement (i.e., tangible rewards from self or others such as money, candy, toys...; academic rewards such as grades, written progress reports...; verbal reinforcement; nonverbal reinforcement; intrinsic rewards such as pride, self-satisfaction...).
		2. describe how the learning process takes place developmentally.	2. describe the developmental sequence that takes place as persons learn: awareness, understanding, and application.
		3. describe situations when they have experienced different aspects of the learning process.	3. describe one situation they have experienced for each of the four basic aspects of the learning process.
Content: V Rights & Responsibilities Role: Citizen Goal: C Obj: 1	Students will recognize basic rights and responsibilities that affect their lives as U.S. citizens.	Students are able to: 1. describe some basic rights and responsibilities of U.S. citizens.	Students are able to: 1. describe four basic rights and responsibilities of U.S. citizens (i.e., the right to vote, the right to free speech, the right to a public education, the right to protection under the law; the responsibility to learn of candidates and vote wisely, the responsibility to not use slander or libel, the responsibility to attend school, the responsibility to obey the laws, etc.).
		2. describe some basic rights that directly affect their lives as U.S. citizens.	2. describe two basic rights that directly affect their lives as U.S. citizens (i.e., the right to a public education, the right to adequate care as a child, the right to be treated fairly and equally, etc.).

FOURTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. describe some basic responsibilities they have as U.S. citizens.	3. describe two basic responsibilities they have as U.S. citizens (i.e., the responsibility to attend school; the responsibility to not hurt others; the responsibility to respect others' property as opposed to vandalism, etc.).
Content: V Rights & Responsibilities Role: Consumer Goal: D Obj: 1	Students will discuss why the ability to determine need or priority is a significant consumer skill.	Students are able to:	Students are able to:
		1. describe what is a need and a priority.	1. a) describe a need as something that is necessary. b) describe a priority as something that is most important (i.e., one need is more important to have than another need, etc.).
		2. describe a variety of needs and prioritize those needs.	2. a) describe five things they need that must be bought (i.e., food, new clothes, paper for school, shelter, soap, books, etc.). b) prioritize the things they need identified in #2a (most important need first...least important need last).
		3. discuss why it is important for a consumer to be able to recognize their needs and prioritize those needs.	3. include in their discussion the two following reasons: • the consumer acquires the important things (or services) first • the consumer plans spending so that the important things (or services) are acquired before his/her money runs out.

FOURTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities **Role**: Producer **Goal**: E **Obj**: 1	Students will recognize how they depend on different producers.	Students are able to:	Students are able to:
		1. identify a variety of producers.	1. identify four different producers.
		2. recognize that producers are service-oriented or product-oriented.	2. determine if the examples from #1 are service-oriented (doing things for other people) or product-oriented (making things for other people).
		3. describe how they depend on those producers	3. describe how they depend on those producers identified in #1 (i.e., a farmer grows our food, a teacher helps us learn, a manufacturer makes our cars, etc.).
Content: VI Valuing & Decision-Making **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: A **Obj**: 1	Students will define "values" and describe their own values.	Students are able to:	Students are able to:
		1. define value.	1. define a value as something that is very important to a person.
		2. describe a variety of values.	2. describe three values that other people appear to have (i.e., wealth, education, love, fun activities, etc.).
		3. describe some of their own values.	3. describe two of their own values.

FOURTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 1	Students will describe the decision-making process.	Students are able to: 1. define the decision-making process. 2. describe the six steps involved in the decision-making process.	Students are able to: 1. define the decision-making process as a series of sequential steps leading to a decision. 2. describe the following six steps that make up the decision-making process: • identification of the decision to be made • information gathering • determination of values and opinions • generating and reviewing alternatives • reviewing possible consequences and risks • choosing an alternative (making the decision).
Content: VI Valuing & Decision-Making **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: C **Obj**: 1	Students will describe how their lives have been influenced by decisions they and others have made.	Students are able to: 1. describe some decisions they have made. 2. describe some decisions others have made. 3. discuss how these decisions have influenced their lives.	Students are able to: 1. describe two decisions they have made in the past. 2. describe two decisions made by persons having authority (i.e., parents, teachers, government leaders, etc.). 3. using the examples from #1 and #2, include if or how these decisions influenced their lives physically, intellectually, emotionally and/or socially.

FOURTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VII Achievement Motivation Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe the planning process and compare it to the trial-and-error approach.	Students are able to: 1. define the planning process.	Students are able to: 1. a) define the planning process as thinking ahead of time about how to do something; preparing before doing; outlining how and when a task should be done; etc. b) describe two examples of things that are considered during planning (i.e., efficiency, time, money, quality of outcome, etc.).
		2. describe the planning approach and the trial-and-error approach to getting a task done.	2. a) describe a task they need to do b) describe a trial-and-error approach to doing that task c) describe a planning approach to doing that task.
		3. compare the planning approach to the trial-and-error approach to task accomplishment.	3. include the following points in their comparison: • the time involved for task completion is less with planning (unless by chance the first trial succeeds) • planning is more efficient (less waste of materials, energy, money, effort, etc.) • planning usually results in a better quality product or outcome • planning results more often in a successfully completed task than does the trial-and-error approach.

FOURTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VII Achievement Motivation **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 1	Students will describe steps they follow in producing a product or task they take pride in.	Students are able to: 1. describe a task or product they have taken pride in producing.	Students are able to: 1. describe one task or product they have taken pride in producing.
		2. identify pride as an intrinsic reward dependent upon internal criteria.	2. a) define pride as an intrinsic reward: feeling good about what they have done, self-respect, self-satisfaction. b) describe one internal criteria that was important to them in the example of #1 (i.e., succeeding in its purpose, making others happy, etc.).
		3. discuss the four major steps involved in accomplishing their task or creating their product.	3. Using the example of #1-- a) explain the steps involved in planning for that product or task. b) explain about the "doing" portion of the task or the creating process for the product. c) explain about the steps involved in evaluating the product or task accomplishment. d) explain about the steps involved in "redoing" the product or task if necessary.
Content:VIII Problem Solving **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: A **Obj**: 1	Students will discuss various methods of relieving stress associated with problems.	Students are able to: 1. describe some problem situations when they have felt stress.	Students are able to: 1. describe two problem situations when they have felt tense or nervous (i.e., taking tests, doing something new in front of others, working on a problem or project they don't understand well, etc.)

FOURTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. discuss why "time-out" can be advantageous in problem-solving.	2. a) define "time-out" as separating themselves from the problem, taking time away from the problem to relax, etc.). b) identify two physical activities that would be possible "time-outs" (i.e., running, dancing, playing basketball, etc.). c) identify two quiet activities that would be possible "time-outs" (i.e., reading, painting, building a model car, etc.). d) discuss one reason how a "time-out" can help in a problem situation (i.e., gain new perspective, mind feels clearer, a relaxed mind can produce more ideas, etc.).
		3. describe relaxation techniques that can help relieve stress.	3. describe one way they can relax during a problem situation when it is impossible to take a "time-out" (i.e., deep breathing, tensing and relaxing muscles as in stretching, etc.).
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe how interests and capabilities can change.	Students are able to:	Students are able to:
		1. describe their interests and capabilities.	1. a) describe two of their present interests. b) describe one of their present capabilities.
		2. describe interests and capabilities that have changed.	2. a) describe three of their interests and capabilities at age one and age six. b) describe how these interests and capabilities are different from their present one.
		3. describe reasons why interests and capabilities can change.	3. describe three reasons why interests and capabilities can change (i.e., physical maturity, intellectual maturity, education, influence of others, change in environment, etc.).

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding **Role**: Individual **Goal**: A **Obj**: 1	Students will determine those situations in which they feel unhappy or angry and how they deal with those feelings.	Students are able to: 1. list those situations in which they feel unhappy or angry. 2. describe how they presently deal with situations in which they feel unhappy or angry. 3. describe how they might more effectively deal with situations in which they feel angry.	Students are able to: 1. a) describe what they feel like when they are unhappy or angry. b) list two different kinds of situations. 2. describe how they typically deal with the two situations listed in #1. 3. describe things they could do or say that would make them (and others) feel happier in dealing with situations similar to those listed in #1 (i.e., ways to relax, responses thought out ahead of time, etc.).
Content: I Self Understanding **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 2	Students will specify those personal characteristics and abilities that they value in themselves and others.	Students are able to: 1. provide examples of personal characteristics and abilities in themselves and others. 2. identify a variety of things that they value. 3. provide examples of specific personal characteristics and abilities that they value.	Students are able to: 1. a) define characteristics (i.e., distinguishing features in appearance or personality, etc.) and abilities (i.e., things a person is able to do well, etc.). b) identify two other persons they know c) provide two examples of personal characteristics and abilities for each of those identified above d) provide three examples of their own personal characteristics and two personal abilities. 2. a) define value: something that is important to a person b) identify four things that they value. 3. provide three examples of personal characteristics and abilities they value in themselves and others. * demonstrate observable behavior (i.e., indications of a willingness to further develop abilities they value; indications of acceptance of characteristics they cannot change, etc.).

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will analyze how growing up requires more self-control.	Students are able to: 1. explain what constitutes self-control.	Students are able to: 1. a) define self-control: to have power over one's actions or feelings. b) provide three examples of self-control (i.e., stopping angry behavior, not eating a candy bar before dinner, not screaming when a mistake is made, etc.).
		2. explain why and how self-control can be beneficial.	2. explain two reasons why and how self-control can be beneficial (i.e., makes yourself and others happier, gets more accomplished, allows a person to be what they really want to be, get along with others better, etc.).
		3. provide examples of how growing up requires more self-control.	3. provide three examples of how different amounts of self-control are required at different ages (i.e., 1 year old does not use much self-control, 3 year old is learning not to hit others, 5 year old learns to try not being sassy, etc.).
			* demonstrate observable behaviors (i.e., indications that they are beginning to exhibit more self-control in circumstances and relationships at school, etc.).

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Interpersonal Relations **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: A **Obj**: 2	Students will recognize when they and others feel proud of their accomplishments and exhibit acknowledgement of that pride.	Students are able to: 1. discuss what constitutes pride. 2. provide examples of situations when they and/or have felt proud of their accomplishments. 3. provide examples of ways they exhibit acknowledgement of pride.	Students are able to: 1. define pride as feeling good about what they have done; self-respect; self-satisfaction. 2. provide two examples of situations when they and/or others have felt proud (i.e., when they have tried hard, reached a goal, succeeded, overcome an obstacle, helped others, etc.). 3. a) provide one example of how they acknowledge their own pride (i.e., jumping, smile, share happiness with others, etc.). b) provide two examples of how they acknowledge someone else's pride (i.e., verbal communication of happiness for them; nonverbal communication of them--clapping, smile, hug, pat...; encouragement, etc.). * demonstrate observable behaviors (i.e., indications that they can appropriately acknowledge their own pride at school, indications that they are becoming able to acknowledge someone else' pride, etc.).
Content: II Interpersonal Relations **Role**: Individual **Goal**: B **Obj**: 1	Students will describe their relationships with family members.	Students are able to: 1. describe their relationships with persons living with them, related or not.	Students are able to: 1. a) review the meaning of relationship: a connection with another person. b) describe their relationships with the adults living with them (i.e., mother, father, step-parent, grandparent, aunt, uncle, friend, etc.). c) if applicable, describe their relationship with the other children (both older and/or younger) living with them (i.e., brother, sister, cousin, friend, etc.).

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. discuss that relationships differ just as individuals differ.	2. describe how their relationships differ among their family members (i.e., differences in intensity, differences in needs to be fulfilled, differences in interests, etc.).
Content: II Inter-personal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will indicate methods that lead to effective cooperation with children and adults.	Students are able to: 1. define cooperation as working together toward a common goal.	Students are able to: 1. a) define cooperation as working together toward a common goal. b) describe two situations where they have showed cooperation.
		2. describe the methods that lead to effective cooperation.	2. describe at least four of these six methods of cooperation: listening, taking turns, paying attention, participation, encouragement, and perceptive communications skills.
		3. indicate which methods they use in cooperating with children and adults.	3. a) describe two ways they cooperate with children and adults. b) indicate which methods of cooperation they used in the examples above.
			* demonstrate observable behaviors (i.e., show a growing ability to successfully cooperate with both children and adults, etc.).

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: D Obj: 2	Students will compare the results of their behavior upon others of different ages.	Students are able to: 1. provide an example of behavior and examine how it might affect persons of different ages.	Students are able to: 1. a) provide one example of a specific behavior (i.e., teasing, rowdy play such as wrestling, speaking loudly, or shouting, etc.). b) examine how the behavior described in #1a might affect the following age groups and if the results of that behavior would be acceptable: • babies • preschoolers or younger persons • peers • parents or teachers • elderly persons
		2. explain why their behavior has a different impact on people of differing ages.	2. include in their explanation three of the following reasons: • there is a difference in physical ability • there is a difference in emotional maturity • there is a difference in the quality of respect • there can be a difference in the intensity of the relationship
			* demonstrate observable behaviors (i.e., generally exhibit appropriate behaviors with persons from different age groups, etc.).

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will discuss that all people have opinions and beliefs.	Students are able to: 1. recognize the difference between a belief and an opinion.	Students are able to: 1. recognize that a belief involves stronger feelings concerning truth than an opinion.
		2. discuss that all people have opinions.	2. a) identify one younger person and describe one of his/her opinions (i.e., baby prefers one food over another, a preschooler likes to wear a certain color, etc.). b) identify a peer and describe one of his/her opinions (i.e., likes one subject better than another, says one dessert is the best of all, etc.). c) identify an adult and describe one of his/her opinions (i.e., color preference, food preference, job preference, etc.). d) describe two of their own opinions.
		3. discuss that all people have beliefs.	3. a) identify one younger person and describe one of his/her beliefs (i.e., believe parents love them, believe that all adults are important, etc.). b) identify a peer and describe one of his/her beliefs (i.e., religious beliefs, believe shots hurt, etc.). c) identify an adult and describe one of his/her beliefs (i.e., religious beliefs, belief that one type of behavior is better over another, etc.). d) describe two of their own beliefs.

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will determine the appropriate use of assertive behavior in individual and group situations and predict some consequences of that assertive behavior.	Students are able to: 1. describe individual and group situations where assertive behavior can appropriately be used.	Students are able to: 1. a) describe one individual situation when assertive behavior would be appropriate (i.e., when someone cuts in line, when someone breaks something that is theirs, when they would like to meet someone new, etc.). b) describe one group situation when assertive behavior would be appropriate (i.e., when persons are being too noisy in the library, when expressing viewpoints during a discussion, when a clique is trying to exclude them, etc.).
		2. indicate what criteria should be considered when determining whether or not to use assertive behavior.	2. indicate the following criteria that should be considered when determining whether or not to use assertive behavior: • will the behavior enhance their own self-respect and dignity • will the behavior interfere with others' safety or self-respect • what possible consequences might occur from using such behavior • are the risks involved acceptable.
		3. predict some possible consequences of assertive behavior in a variety of situations.	3. a) describe two situations when assertive behavior could be used. b) predict some possible acceptable consequences if assertive behavior were used in the example situations. c) predict some possible unacceptable consequences if assertive behavior were used in the example situations.
			* demonstrate observable behaviors (i.e., demonstrate a beginning ability to use assertive behavior appropriately in individual or group situations at school, etc.).

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: A **Obj**: 1	Students will recognize what a life style is and what influences their own life styles.	Students are able to:	Students are able to:
		1. describe what constitutes a life style.	1. describe life style as the distinctive way in which someone lives.
		2. describe a variety of life styles and the factors that influence those life styles.	2. a) describe two different life styles (i.e., life style oriented around education, life style oriented around money, life style oriented toward happiness of self and others, etc., examples should be concrete and specific . b) describe one factor for each example that influenced that life style (i.e., poverty, environment, parental influences, wealth, etc.).
		3. describe their own life styles and factors that influence those life styles.	3. a) describe their personal life style (i.e., life style centered around education, etc.). b) describe two factors that influence their personal life style (parental influence, legal influence, desire to know and understand, etc.).
Content: IV Gathering & Processing **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 1	Students will explore the various ways information is compiled so people can use it.	Students are able to:	Students are able to:
		1. provide examples of times when they have needed information.	1. provide two examples of times when they have needed additional information (i.e., information for a school project, information to accomplish a leisure activity, information regarding a phone number, etc.).
		2. describe a variety of sources of information.	2. describe three sources of information (i.e., dictionary, library, phone book, other people, museums, etc.).

6

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
		3. describe how these sources compile their information so other people can use it.	3. describe how the sources identified in #2 compile their information so other people can use it (i.e., library: card files organized according to subject matter and the decimal system; phone book: alphabetically organized and the yellow pages are organized according to subject-matter; other persons: memory card files, personal library, etc.; museums: exhibits organized according to subject matter, regional location, or time periods; etc.).
Content: IV Gathering & Processing Information **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: C **Obj**: 1	Students will indicate reasons why stereotypes are attached to jobs and groups.	Students are able to: 1. identify stereotypes that are attached to jobs. 2. identify stereotypes that are attached to groups of people. 3. identify why those stereotypes are attached to certain jobs and groups.	Students are able to: 1. identify two stereotypes that are attached to jobs (nurses are women, jockeys are short, janitors are men, basketball players are tall, etc.). 2. identify two stereotypes that are attached to groups of people (i.e., men are strong, teenagers are bad drivers, senior citizens are scary, etc.). 3. identify one possible reason for each stereotype's existence, using the examples from #1 and #2 (i.e., all football players are men/a man's physical build is usually better suited for blocking and tackling; jockeys have to be short/short stature puts less weight on the horse and offers less wind resistance, etc.).

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities **Role**: Individual **Goal**: A **Obj**: 1	Students will recognize that both parents and children have rights as well as responsibilities.	Students are able to: 1. review the responsibilities of both parents and children.	Students are able to: 1. review two responsibilities of children and three responsibilities of parents (see examples under 4th grade).
		2. describe some rights which children have.	2. a) describe three rights which children have (i.e., food, clothing, shelter, a place to sleep, physical and medical care, education, emotional support, respect, protection under the law, etc.). * Reference for concept clarification: Legal authorization concerning child abuse and neglect--Georgie Coce 74-111 (1977), 32-2111 (1945), 32-1009 (1919). b) recognize that different families will view rights differently.
		3. describe some rights which parents have.	3. a) describe two rights which parents have (i.e., protection under the law, to make decisions in their own home, respect, buy and sell or rent a home, etc.). b) recognize that parental rights will be viewed differently in different families.
		4. discuss how respect for the rights of parents and children contributes toward a satisfactory family life.	4. include three of the following points in their discussion: • when physical and health rights are met, then family tasks can be accomplished satisfactorily • when emotional and mental health rights are met, then family members feel worthwhile and confident about accomplishing family tasks • when educational rights are met, then family members mature and are better able to accomplish family tasks • family members whose rights are being respected and met are better able to care for and work with those around them.

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Learner Goal: B Obj: 1	Students will describe the responsibilities involved for a learner.	Students are able to: 1. identify a variety of learner responsibilities.	Students are able to: 1. a) list four learner responsibilities (i.e., regular school attendance, finish work assignments, ask if they do not understand a concept, respect others' learning rights, attentiveness, development of study skills, etc.). b) recognize that the extent of their learning is greatly influenced by how they meet learner responsibilities.
		2. discuss why a knowledge of these responsibilities is beneficial.	2. discuss one reason why a knowledge of these responsibilities is beneficial (i.e., knowledge of their responsibilities helps them to understand what they should do, knowledge of responsibilities enables them to recognize when they are not meeting responsibility, knowing their responsibilities aids in supporting others' rights, etc.).
		3. describe how the responsibilities of learners apply in their lives.	3. a) describe three responsibilities of learners (see #1a for examples) b) describe how these three responsibilities apply in their lives, particularly in the school setting c) describe two reasons why they would want to meet their learner responsibilities (i.e., prepare for the future, allows them to be better persons, is required by law, etc.).

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Citizen Goal: C Obj: 1	Students will recognize that citizens are required to pay taxes to support city, state, and national governments.	Students are able to:	Students are able to:
		1. describe the major kinds of taxes a citizen has to pay.	1. a) describe four major taxes that citizens are required to pay: federal income tax, social security tax, state income tax, and sales tax b) recognize that these taxes apply when a citizen has earned a certain amount of money or in the case of the sales tax when a citizen buys something.
		2. describe those taxes their family members pay as citizens of their city, state, and country.	2. a) describe the major taxes their family members, particularly parent(s) or guardian(s) pay as citizens b) compare the amount of taxes to the total income.
Content: V Rights & Responsibilities Role: Consumer Goal: D Obj: 1	Students will discuss why the ability to compare and to determine quality are important skills for consumers.	Students are able to:	Students are able to:
		1. discuss the concept of "quality" as it pertains to products or services the consumer is interested in.	1. a) define quality as the degree of excellence or superiority; a product or service being very good in many different aspects b) describe two things a consumer looks for in services or products when determining good quality (i.e., careful and talented workmanship, correct ingredients or materials, appropriate style or behavior, etc.).
		2. describe the ability to compare as a consumer skill.	2. a) define a consumer's ability to compare as being able to match one product or service to another similar product or service and decide which is best b) describe three characteristics of products or services that consumers may want to compare (i.e.. quality, price, style or kind, appropriateness, quantity, etc.).
		3. discuss why the ability to compare and to determine quality are important for consumers today.	3. discuss two reasons why the ability to compare and to determine quality are important for consumers today (i.e., wise use of their money, less chance of getting cheated, best choice to fulfill their need or desires, etc.).

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities **Role**: Producer **Goal**: E **Obj**: 1	Students will realize that people obtain rewards for their work.	Students are able to: 1. describe the concept of reward. 2. describe a variety of rewards people obtain for their work. 3. recognize the two basic types of rewards.	Students are able to: 1. describe reward as return made for something done. 2. describe three different rewards people get for their work (i.e., money, services, respect, praise, pride, etc.). 3. a) recognize that there are extrinsic rewards: rewards that are given to the worker by others and that are dependent on external criteria b) name one extrinsic reward (i.e., money, praise, etc.). c) recognize that there are intrinsic rewards: rewards that come from inside the worker and that are dependent on internal criteria d) name one intrinsic reward (i.e., self-satisfaction, pride, etc.).
Content: VI Valuing & Decision-Making **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: A **Obj**: 1	Students will describe how their values influence what they do.	Students are able to: 1. provide examples of their values. 2. provide examples of their various activities. 3. discuss how their values influence what they do.	Students are able to: 1. provide two examples of things they value. 2. provide three examples of their favorite activities (i.e., at home, school, neighborhood, etc.). 3. include in their discussion examples of how the values from #1 can influence the activities identified in #2.

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 2	Students will describe the necessity of specifically identifying the decision to be made.	Students are able to: 1. tell that identifying the decision to be made is the first step of the decision-making process.	Students are able to: 1. a) review the decision-making process: • identification of the decision to be made • information gathering • determination of values and opinions • generating and reviewing alternatives • reviewing possible consequences and risks • choosing an alternative (making the decision) b) describe what it means to identify the decision to be made (i.e., isolating the specific problem, goal, or judgment to be decided upon).
		2. describe the process of specifically identifying the decision to be made.	2. a) describe the steps involved in the process of identifying the decision to be made: • identify the major decision to be made • determine if this major decision can be be broken down into smaller decisions that should be made • determine the order of the smaller decisions to be made b) recognize that this process of identification often occurs without conscious effort for even their smallest decisions (i.e., deciding what to wear in the morning: deciding what is acceptable dress for where they are going, deciding what is appropriate considering the weather, deciding what is appealing to their taste in clothes or mood, etc.).

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. describe some results if the decision to be made is not specifically identified.	3. describe two results if the decision to be made is not specifically identified (i.e., confusion, sidetracked from major decision or goal, feelings of being overwhelmed by too large of a decision, etc.). * demonstrate observable behaviors (i.e., exhibit a beginning ability to specifically identify decisions they must make, show a willingness to make decisions, etc.).
Content: VI Valuing & Decision-Making **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: C **Obj**: 2	Students will identify a major decision to be made and determine the smaller decisions required as part of the larger decision.	Students are able to: 1. identify a major decision they think they will need to make. 2. determine the smaller decisions involved as part of making the larger decision.	Students are able to: 1. identify the following as the major decision they will think they will need to make: what job they want to do when they grow up. 2. determine three smaller decisions involved as part of deciding what job they want to do when they grow up (i.e., deciding on their interests, deciding on the education required for a job, deciding on the availability of a job, deciding on how to learn or practice the skills of a job, etc.). * demonstrate observable behaviors (i.e., exhibit a growing ability to specifically identify decisions--small and large--that they must make, etc.).

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VII Achievement Motivation **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: A **Obj**: 1	Students will define the meaning of "goal" and describe some goals they have achieved.	Students are able to: 1. define the meaning of "goal." 2. describe some goals they have now. 3. describe some goals they have already achieved.	Students are able to: 1. define "goal" as something they are aiming for and striving to achieve; something desired, etc. 2. describe two goals they presently have (i.e., to get a good grade in math, to go to college, to get a job as a jockey, to own a motorcycle, etc.). 3. a) describe one goal they achieved before they started to school (i.e., walking, learning to count, spelling their name, etc.) b) describe two goals they have achieved while in school (i.e., to own a bicycle, to get a good grade in science, to learn to read, etc.).
Content: VII Achievement Motivation **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 1	Students will describe task analysis and how it contributes toward task accomplishment.	Students are able to: 1. define task analysis and discuss the steps it involves.	Students are able to: 1. a) define task analysis as looking closely at a task and deciding why it should be done and how it should be done. b) discuss the following steps involved in task analysis: • determine the purpose of the task • break the task down into smaller task-parts • determine if the task-parts have to be done individually and/or need support from others • decide the order in which the task-parts should be accomplished to achieve overall total task accomplishment • plan ahead for a means of appropriately evaluating their progress.

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. discuss how task analysis keeps them working toward final task accomplishment.	2. discuss two ways task analysis keeps them working toward final task accomplishment (i.e., they can preview and review each step or part as they go, planning encourages efficient use of their time, knowing the purpose of a task can provide incentive, etc.).
Content: VIII Problem Solving **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: A **Obj**: 1	Students will describe resources that are available to help solve problems.	Students are able to: 1. recognize that their choice of help for a problem is determined by the type of problem they are having.	Students are able to: 1. describe two different types of problems and indicate who or where they could go to for help in solving those problems (i.e., house on fire/fireman, illness/doctor, problem with anger/counselor, confused with homework/teacher, etc.).
		2. discuss the benefits of getting help for those problems they cannot solve themselves.	2. discuss two benefits of getting help for those problems they cannot solve themselves (i.e., gain more information about problem and/or self, expands number of alternatives if a decision is to be made, emotional support during problem situation, etc.).
		3. describe resources that are available to help solve their problems.	3. describe four resources that are available to help solve their problems (i.e., parents, teachers, counselors, siblings, informative books, dictionary and encyclopedias; persons in the community such as firemen, policemen, doctors, lawyers, social workers, therapists, etc.).

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will imagine what their lives might be like in the future.	Students are able to:	Students are able to:
		1. identify a particular time in the future.	1. identify a particular time, five years or more, in the future.
		2. imagine and explain what their environment may be like in the future.	2. include in their explanation a description of their future home and town.
		3. imagine and explain what their physical bodies may be like in the future.	3. include in their explanation a description of such things as their height, body build, hair style, strength, etc.
		4. imagine and explain what some of their roles may be like in the future.	4. include in their explanation a description of what they expect their families, work, leisure activities, buying habits, and learning experiences to be in the future.
			* demonstrate observable behaviors (i.e., demonstrate a growing ability to imaginatively project themselves into the future, etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding **Role**: Individual **Goal**: A **Obj**: 1	Students will understand what "stress" means and will describe methods of relaxation for handling stress.	Students are able to: 1. describe what stress means and indicate situations that might cause stress. 2. describe ways of handling stress. 3. describe and demonstrate methods of relaxation for handling stress.	Students are able to: 1. a) define in their own words what stress means (as pertaining to emotional stress) tension, feeling "up-tight," strain, etc. b) indicate two stressful situations. 2. a) describe three ways they and others handle stress (i.e., various methods of relaxation, switching to an unrelated activity, talking about it, taking the stress out on others through verbal or physical abuse, etc.). b) indicate that they recognize there are positive and negative ways of handling stress. 3. describe and demonstrate a method of relaxation (i.e., getting physically and mentally comfortable; breathing deeply and regularly (in through nose and out through mouth); tensing and then relaxing different muscle groups).
Content: I Self Understanding **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 2	Students will compare their characteristics and abilities with others and will accept the differences.	Students are able to: 1. compare and contrast their characteristics and abilities with others. 2. explain how differences in characteristics and abilities contribute to easier and more interesting lives.	Students are able to: 1. base their comparisons upon three personal characteristics and abilities and those belonging to two other persons. 2. site three examples in their explanation of how others' characteristics and abilities allow them to: a) benefit from things they cannot do or do not understand how to do, and b) saves them time because they do not have to do everything themselves.

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. demonstrate the ability to accept others' different characteristics and abilities.	3. describe one situation where they have demonstrated acceptance outside the school setting. * demonstrate observable behaviors (i.e., demonstrate that acceptance while in the school setting, etc.).
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will understand how they can control desires rather than to allow desires to control them.	Students are able to: 1. provide examples of things they enjoy having or doing. 2. discuss why and when it is best to delay an immediate desire for a future desire.	Students are able to: 1. provide four examples of things they really enjoy having or doing. 2. include in their discussion two examples from the following three points: • delay can allow for better time and energy management (i.e., less time spent in anxiety, conservation of physical or fuel energy when planning occurs, etc.). • delay can allow for a greater gain (i.e., saving money to buy something of good quality rather than buying something that will not last as long, etc.). • delay should occur when something may interfere with physical or mental health (i.e., eating candy before dinner, postponing studying for a test, resulting in anxiety, etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. provide examples of times when allowing immediate desires is all right and examples of times when delaying immediate desires is best.	3. a) provide one example of when allowing immediate desires to be fulfilled is all right (i.e., eating a lot of sweets on special occasions, buying a present for oneself as a planned reward, etc.). b) provide two examples of when delaying immediate desires would be best (i.e., eating balanced meals instead of eating snacks before meals, saving for a special object or activity instead of spending money immediately, doing homework immediately instead of putting it off until late evening, etc.). * demonstrate observable behaviors (i.e., indications of a beginning balance between allowing immediate desires to be fulfilled and delaying immediate desires for a greater gain later, etc.).
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will discuss how communications skills improve their relationships with others.	Students are able to: 1. identify how communications skills help a relationship and how the lack of those skills hinders a relationship.	Students are able to: 1. a) identify six communications skills used in a helping relationship: • attentiveness • timing (knowing when to speak and when to listen) • listening for content (for clarification) • listening to remember • listening for feelings • speaking distinctly and with an adequate voice level • effective nonverbal responses. b) identify how four of these skills can help a relationship. c) identify how a lack of four skills can hinder a relationship.

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. describe the communications skills they have changed, expanded or added. 3. discuss how communications skills have improved their relationships with others.	2. trace their communication pattern from infancy through the 7th grade (i.e., crying, and non-verbal communications during infancy; learning to communicate with words and actions at age 2; pre-verbalization skills and beginning listening and speaking skills at ages 5 and 6, etc.). 3. base their discussion upon two situations where relationships have improved due to effective communication skills. * demonstrate observable behaviors (i.e., indications of a growing ability to use and expand their communications skills in order to improve their relationships with others at school, etc.).
Content: II Inter-personal Relations Role: Individual Goal: B Obj: 2	Students will recognize situations that cause change in family relationships and describe ways to deal effectively with the new relationships.	Students are able to: 1. describe a variety of factors that can cause changes in family relationships. 2. describe ways to deal effectively with changes in family relationships.	Students are able to: 1. describe three factors that could cause changes in family relationships (i.e., divorce, death, remarriage, adoption, older sibling leaves home, birth of sibling, relative moves in, etc.). 2. describe three ways of dealing effectively with changes in family relationships (i.e., gather reliable information about what feelings or processes are normal for change, assigning of new roles, welcoming new members, effort to cooperate with new members, acceptance of loss and dealing with grief, etc.). * demonstrate observable behaviors (i.e., if faced with a change in their family they exhibit a growing ability to deal effectively with that change; show more understanding to those persons they know in school who are undergoing family changes, etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will recognize the results of cooperativeness and the results of competitiveness.	Students are able to: 1. describe some results of cooperativeness.	Students are able to: 1. a) review the meaning of cooperativeness (i.e., working together toward a common goal). b) describe two positive results of cooperativeness (e.g., tends to bring people closer together, can get a large task finished quicker, encourages positive feelings, etc.). c) describe one way that working together is sometimes not best (e.g., a person not learning because others are doing too much for him, each person doesn't stretch to his/her fullest potential, etc.).
		2. describe some results of competitiveness.	2. a) describe competitiveness as contending with others for profit, prize, or position; a contest. b) describe two positive results of competitiveness (e.g., winner feels important, persons are motivated to try in order to win, individual products become better in quality and/or less in price as manufacturers compete, etc.). c) describe one reason why competitiveness is sometimes not best (e.g., losers feel like failures, it takes longer to finish a large task, etc.).
		3. provide examples of their cooperativeness and competitiveness and describe the results that occurred.	3. a) provide two example situations of their cooperativeness and the results of that cooperativeness. b) provide two example situations of their competitiveness and the results of that competitiveness. * demonstrate observable behaviors (i.e., show a growing ability to distinguish the appropriate times to use cooperation and competition, demonstrate a caring attitude during competitive situations, etc.

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: D **Obj**: 2	Students will describe ways peers and adults interact.	Students are able to: 1. describe ways peers and adults act with each other in the home.	Students are able to: 1. a) describe one way peers and adults act with each other in the home (i.e., parent/child work together, parent/child argument, parent/child plays together, etc.). b) speculate one reason why they act that way.
		2. describe ways peers and adults act with each other at school.	2. a) describe two ways peers and adults act with each other at school (teacher/student in the classroom, coach/student at sports practice, teacher/student confrontation, etc.). b) speculate one reason why they act that way.
		3. describe ways peers and adults act with each other in the community.	3. a) describe one way peers and adult act with each other in the community (i.e., Boy Scout leader/scout, storekeeper/consumer, religious leader/student, etc.). b) speculate one reason why they act that way.
			* demonstrate observable behaviors (i.e., demonstrate a growing understanding of how they intereact with various adults, show a growing ability to realize why they act the way they do with various adults, etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will describe the various methods of expressing opinions and beliefs.	Students are able to: 1. describe ways to verbally express opinions and beliefs.	Students are able to: 1. a) recognize that opinions and beliefs can be expressed in closed-ended statements (leaving no room for discussion from others) and open-ended statements (allowing others to express themselves also). b) describe two situations when people can verbally express opinions and beliefs (i.e., stating their opinions or beliefs in conversation with friends, in public speaking situations, during interviews, during classroom situations, etc.).
		2. describe ways to nonverbally express opinions and beliefs.	2. describe two ways to nonverbally express opinions and beliefs (i.e., facial expressions, hand gestures, touching others such as handshake or hitting, nodding the head, etc.).
		3. describe ways to express opinions and beliefs in written form.	3. describe two ways to express opinions and beliefs in written form (i.e., writing their feelings concerning their opinions or beliefs in letters, poetry or prose, books, newspapers, magazines, class projects or term papers, etc.).
			* demonstrate observable behaviors (i.e., demonstrate a growing ability to express opinions and beliefs verbally, nonverbally and in written form, etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 2	Students will develop relaxation techniques to prepare themselves for situations requiring assertive behavior.	Students are able to: 1. identify situations when using assertive behavior is difficult for them.	Students are able to: 1. identify two situations when using assertive behavior is difficult for them (i.e., telling a friend that they did not like something that was done, telling a teacher they feel that the grade on their paper is unfair, explaining to a parent about their feelings, etc.).
		2. describe and demonstrate several methods they can use to relax.	2. describe and demonstrate three relaxation techniques • deep breathing • tension/relaxation of muscles • use of guided imagery
		3. discuss how relaxation can help prepare them to be assertive in difficult situations.	3. a) discuss how deep breathing can help them (i.e., increased oxygen relaxes their muscles and reduces anxiety). b) discuss how tension/relaxation techniques can help them (i.e., develop awareness of what tension feels like and can concentrate on relaxing those muscles that are tense during anxiety situations, etc.). c) discuss how guided imagery can help them (i.e., enables them to "visualize" and prepare themselves beforehand for possible consequences and how they desire to respond; must have a controlled script for preparation to avoid escalating anxiety; etc.).
			* demonstrate observable behaviors (i.e., use deep breathing to relax their bodies, use tension/relaxation exercises to relax their bodies, use controlled guided imagery as a means of preparing for tense situations, demonstrate a growing ability to use assertive behavior when appropriate and safe for them to do so, etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will analyze ways they have control over themselves and their life styles.	Students are able to: 1. explain how they have control over their roles, their environment, and the events in their lives.	Students are able to: 1. a) explain one example each of how they control their leisure roles, consumer roles, producer roles, learner roles, and individual (physical and mental health) roles. b) explain one means in which they control their environment (not littering, cleaning own room, landscaping, etc.). c) explain one way that they control the events in their lives (i.e., deciding to take appropriate or desired risks, concerning relationships, education, jobs, etc.).
		2. provide examples of how they have exerted control over themselves.	2. provide three examples of how they have exerted control over themselves (i.e., dieting, controlling anger, choosing one job over another, deciding to finish homework instead of watching television, etc.).
		3. analyze how they have influenced their life styles.	3. a) identify their family's life style. b) identify their life style; indicate if it is the same or different. c) include in their analysis two major goals and/or decisions that influence their life style (i.e., decision to finish high school, decision to be physically attractive, decision to make others happy, etc.).
			* demonstrate observable behaviors (i.e., demonstrate a growing recognition of their own life style and how they reinforce that life style, indicate by their actions if they desire to keep their present life style and why they feel the way they do, etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information **Role(s)**: Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 2	Students will analyze their own skills in compiling and integrating information.	Students are able to: 1. describe the skills that are involved in compiling and integrating information.	Students are able to: 1. describe four of the following example skills used in compiling and integrating information: • listening • reading • writing • understanding alphabetical order • understanding the decimal system • remembering • outlining and organizing resources
		2. provide examples of situations when they compiled and integrated new information.	2. provide two examples of situations when they have compiled and integrated new information (i.e., researching and finishing a school project, learning and accomplishing a leisure activity, meeting and becoming acquainted with new people, etc.).
		3. analyze their own skills in compiling and integrating information.	3. include the following in their analysis: • those skills that they use in compiling and integrating information that work well for them • those skills they use that need improvement • those skills that they need to learn and practice (use the examples from #1 as a comparative reference).
			* demonstrate observable behaviors (i.e., demonstrate the growing ability to use the following skills as a means of compiling and integrating information: listening, reading, taking notes-writing, understanding alphabetical order, understanding the library decimal system, remembering, outlining and organizing resources, etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will evaluate the ways certain groups (men, women, minorities, etc.) are stereotyped.	Students are able to: 1. provide examples of groups with common characteristics. 2. evaluate the ways that these groups are stereotyped. 3. discuss how these stereotypes may have been started.	Students are able to: 1. provide two examples of groups with common characteristics based on such things as sex, physical appearances or abilities, race, religion, age, etc. 2. using the examples in #1, include in their evaluation: • the prevalence of the stereotype • the accuracy of the stereotype • if these stereotypes receive support within and/or outside of the group. 3. using the examples from #1, discuss the possible beginning basis for these stereotypes. * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request what groups in society tend to be stereotyped, etc.)
Content: V Rights & Responsibilities Role: Individual Goal: A Obj: 1	Students will describe the legal rights and responsibilities of family members.	Students are able to: 1. describe laws which relate to the rights and responsibilities of family members. 2. describe some possible consequences when legal responsibilities are not met.	Students are able to: 1. a) describe the law relating to child abuse and neglect (Georgia Code 74-111, 1977). b) describe the law relating to child labor. c) describe the law relating to compulsory education. d) describe how all family members are citizens entitled to protection under the law. 2. describe three possible consequences when legal responsibilities are not met (i.e., welfare of the child is the first consideration: family therapy, placement in a foster home, group sessions, imprisonment if necessary, etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. describe some consequences when legal responsibilities are met.	3. describe two possible consequences when legal responsibilities are met (i.e., family members tend to feel more worthwhile and confident, family tasks can be accomplished in a more productive manner, family members are better able to care for and work with those around them, etc.).
Content: V Rights & Responsibilities **Role**: Learner **Goal**: B **Obj**: 1	Students will describe the rights involved for a learner.	Students are able to:	Students are able to:
		1. identify a variety of learner rights.	1. a) list three learner rights (i.e., right to a free public education, right to be respected for individual learning differences, right to help if they do not understand a concept, right to competent advisement, etc.). b) recognize that learner rights are supported by law (refer to national and state laws relating to learner rights for children).
		2. discuss why a knowledge of these rights is beneficial.	2. discuss one reason why a knowledge of these rights is beneficial (i.e., recognition of when their rights are not being met; knowledge of where they stand concerning what services they should be getting; etc.).
		3. describe how the rights of learners apply in their lives.	3. a) describe two rights of learners (see #1a for examples) b) describe how these two rights apply in their lives, particularly in the school setting.

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities **Role**: Citizen **Goal**: C **Obj**: 1	Students will describe how the government uses tax money.	Students are able to: 1. discuss that tax monies are necessary to pay for the running of our government, its agencies, and its programs.	Students are able to: 1. a) discuss one way that tax monies are used to run our government (i.e., to pay salaries, to pay for paper and supplies, to pay for upkeep of buildings, etc.) b) discuss one way that tax monies are used to pay for governmental agencies (i.e., salaries and support for HUD, the state utilities commission, county welfare offices, etc.) c) discuss one way that tax monies pay for governmental programs (i.e., federal and state educational grants, medicare, social security, etc.).
		2. describe how the state government uses tax money.	2. describe three ways their state government uses tax money (i.e., welfare checks, aid for payment of utilities for the elderly and poor, educational grants, salaries for governmental workers, etc.).
		3. describe how the federal government uses tax money, including the social security tax.	3. describe four ways the federal government uses tax money (i.e., to supplement social security payments, salaries for governmental workers, educational grants, medicare, armaments and military forces, etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Consumer Goal: D Obj: 1	Students will discuss the influence that advertising has on consumers.	Students are able to: 1. describe various means of advertising.	Students are able to: 1. a) describe three forms of media where advertising occurs (i.e., television, radio, magazines, newspapers, etc.). b) describe four of the following six techniques that advertising frequently uses: • exaggeration • repetition • partial truth • unreliable information • selling a by-product such as love, youth, power, success, popularity, attractiveness, wealth, etc. c) describe five of the following seven appeals (kinds of delivery) that advertising may use: • speaker as friend • speaker as fellow sufferer • speaker as advisor • speaker as hero • fast talking of speaker • sense of humor of speaker • the sex of the speaker d) describe two commercials or other forms of advertising that are aimed for their age group.
		2. describe the influences and effects that advertising has on consumers.	2. describe two influences or effects that advertising has on consumers (i.e., encourages them to desire the product being advertised, allows them more exposure to different brands or new products and services, allows them to compare similar items or services, etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. discuss why it is important for a consumer to know of the influences and effects of advertising.	3. include the two following reasons in their discussion: • consumers will be more perceptive concerning the quality of the service or product and the honesty of the advertisement • consumers will be more perceptive of their motives for buying a product or service (need, personal desire or influence from advertising).
Content: V Rights & Responsibilities Role: Producer Goal: E Obj: 2	Students will analyze the relationship between interests and producer satisfaction.	Students are able to: 1. describe a variety of clusters of producer roles and the interests that could be involved with those clusters.	Students are able to: 1. a) describe four divisions and two clusters for each division: • service groups--consumer education, personnel services, public services, etc. • business group--manufacturing, transportation, construction, etc. • science group--health, agri-business, resources, marine science, etc. • communications group--media, fine arts, humanities, etc. * Reference for concept clarification: U.S.O.E. Classification System chart. b) choose one cluster for each division and describe the interests that might correlate with that cluster (i.e., construction/interest in machines; media/interest in people; personnel services/interest in doing for others; etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. explain why certain interests might go with one cluster and not with another.	2. include in their explanation two examples of how specific interests would be useful in certain jobs and not in others (i.e., an interest in working with their hands is useful in construction work, but not necessarily in consumer education, etc.).
		3. analyze the relationship between interests and producer satisfaction.	3. include the following in their analysis: • a description of producer satisfaction--a feeling of pleasure or contentment from making or doing something • an evaluation of the consequences of interests not matching job choice • an evaluation of the consequences of interests matching job choice. * demonstrate observable behaviors (i.e., exhibit appreciation of the relationship between their interests and present producer roles, demonstrate recognition responses or indicate upon request how their interests could influence future producer roles, etc.).
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will define "attitudes" and "beliefs" and describe the effects attitudes and beliefs have on their decisions and goals.	Students are able to:	Students are able to:
		1. define attitude.	1. define attitude as a mood or feeling toward something, usually in positive or negative terms.
		2. define belief.	2. define belief as a very strong mood or feeling toward something, usually in positive or negative terms.

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
		3. describe the effects attitudes and beliefs have on their ability to decide and to set goals.	3. a) describe how attitudes affect their ability to decide more than having no opinion at all b) describe how beliefs affect their ability to decide more than attitudes c) discuss one way their values contribute toward their goal decisions (i.e., a goal becomes something that is important to them, something they value; the feelings, interests, and capabilities that influence goal setting or hold value for them; etc.).
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will discuss how gaining more information increases their alternatives.	Students are able to:	Students are able to:
		1. explain the effects that gathering information has on their alternatives for a decision.	1. include in their explanation that gathering information about a decision • increases their number of alternatives • aids in more complete knowledge about alternatives for better evaluation concerning risks and consequences.
		2. explain methods of gathering information about a decision.	2. include in their explanation three examples such as: • their own past experiences • listening to others tell about their past experiences and ideas • reading (i.e., reference materials, related books, etc.) • observation of others dealing with similar problems.
			* demonstrate observable behaviors (i.e., exhibit a willingness to learn about gathering information in order to make decisions, shows a beginning desire to have many alternatives before making a decision, etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will generate and increase the alternatives to a specific decision by gaining more information about the decision.	Students are able to: 1. discuss the value of having as many alternatives as possible to choose from while making a decision.	Students are able to: 1. discuss how having a large number of alternatives: • encourages a close look at all aspects of the decision • allows for the best possible choice to be made • allows for a broader view of the range of consequences.
		2. explain the methods they can use to generate alternatives.	2. include in their explanation two examples (i.e., brainstorming, using alternatives generated for similar past decisions, getting opinions from others, etc.).
		3. compare the alternatives to a decision before gathering information and after gathering information about that decision.	3. *a) select a specific decision to be made *b) generate alternatives immediately using the methods from #2 *c) gather a variety of information about the decision to be made *d) generate alternatives again *e) compare their ability to generate and assess alternatives before gathering information and after gathering information (i.e., more alternatives, better quality alternatives, more complete knowledge concerning risks and consequences, etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VII Achievement Motivation **Role**(s): Individual, Learner Citizen, Consumer, Producer **Goal**: A **Obj**: 2	Students will predict five goals they would like to achieve within five years.	Students are able to: 1. define goal, immediate goal, and long-range goal. 2. predict several goals for the future. 3. choose five goals they would like to achieve within five years.	Students are able to: 1. a) review the meaning of goal as something they aim for and strive to achieve; something desired b) define immediate goal as a goal they expect of desire to achieve in the very near future (i.e., within hours, days, months) c) define long-range goal as a long-term goal they are striving for in the distant future (i.e., years). 2. brainstorm and predict ten goals (both immediate and future goals). 3. *choose five goals they would like to achieve within five years.
Content:VIII Problem Solving **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: A **Obj**: 2	Students will analyze when to ask for help.	Students are able to: 1. describe those signs that occur when a problem ceases to be a challenge and becomes an obstacle.	Students are able to: 1. describe two signs that occur when a problem ceases to be a challenge and becomes an obstacle (i.e., it becomes impossible to think of any alternatives that are acceptable; there is a lack of information necessary for solving the problem; anxiety over the problem interferes with work and relationships, physical symptoms of stress occur such as stomach ache, headache, nail biting, . . . lack of concentration; etc.).

SIXTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	2. discuss when the timing is appropriate to ask for help.	2. include the following points in their discussion: • appropriate timing refers to what time of day they should ask for help • the differences in appropriate timing for family members who live with them and professionals who have office hours • the severity of the problem or reactions to the problem determine if the time to ask for help is appropriate or not (e.g., severe pain warrants calling the doctor at night, a minor cold does not).
	3. imagine a problem they might encounter and analyze when they should ask for help.	3. a) imagine a specific problem that might be an obstacle for them. b) analyze when they should ask for help based on the following: • warning signs indicating the problem is or has the potential for being too difficult • the appropriate time to ask for help depending on the severity of the problem or reactions to that problem * demonstrate observable behaviors (i.e., demonstrate that they are developing a greater ability in knowing when to ask for help, etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will imagine what the world might be like in twenty years.	Students are able to:	Students are able to:
		1. identify what their ages and the year will be in twenty years.	1. tell what their ages and the year will be in twenty years.
		2. imagine and explain what their town and state may be like in twenty years.	2. include in their explanation a description of • their town: its residents, businesses, buildings, and schools • their state: its government and laws.
		3. imagine and explain what their country and the world may be like in twenty years.	3. include in their explanation a description of • their country: its government, laws, and economic condition • the world: the relationships of different countries, the condition of the economics, the role of the United Nations.
			* demonstrate observable behaviors (i.e., demonstrate a growing ability to imaginatively project their world into the future, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role: Individual Goal: A Obj: 2	Students will distinguish between things helpful and things harmful to physical health.	Students are able to: 1. provide examples of things harmful to physical health.	Students are able to: 1. provide five examples of things harmful to physical health (i.e., gluttony, misuse of drugs and alcohol, smoking, dressing inappropriately, not taking safety precautions, not eating the right kinds of foods, etc.).
		2. provide examples of things helpful to physical health.	2. provide five examples of things helpful to physical health (i.e., exercise, good eating habits, enough sleep, dressing appropriately, taking safety precautions, brushing teeth, bathing, etc.).
		3. compare and contrast those things in their lives that are helpful and those that are harmful to their physical health.	3. specify three helpful things and two harmful things they have done or are doing; base their comparisons upon those examples and the effects upon their physical health. * demonstrate observable behaviors (i.e., indications of a willingness-not always mastery--to maintain a health body as described in #2.)
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will analyze how their characteristics and abilities can be expanded.	Students are able to: 1. compare and contrast past and present characteristics and abilities of self and others at different age levels.	Students are able to: 1. a) review the meanings of characteristics (i.e., distinguishing features in appearance or personality, etc.) and abilities (i.e., things a person is able to do well, etc.) b) compare the past and present characteristics and abilities of themselves at birth, age three, age seven, and present age. At least two characteristics and two abilities should be compared at each age.

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. explain how their characteristics and abilities have been expanded in the past. 3. explain that their characteristics and abilities can be further developed with both time and effort.	2. explain three causes for expansion and change such as time, needs, interests, limitations (physical, financial...), etc. 3. explain how time and effort are both involved in learning, obtaining more information, in practicing, and in interpreting responses from others and self. * demonstrate observable behaviors (i.e., indications of an attempt to further develop their characteristics and abilities within the school setting, etc.).
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will evaluate the relationship between mass media and self-control.	Students are able to: 1. provide examples of mass media. 2. provide examples and evaluate how self-control could benefit from mass media.	Students are able to: 1. provide four examples of mass media, (i.e., radio, television, newspapers, movies, magazines, books, etc.) 2. include the following points and two examples for each in their evaluation: • mass media can encourage self-control (i.e., television shows such as Mr. Rogers, Fat Albert, Sesame Street, afternoon childrens' specials, etc.; books or articles dealing with taking responsibility; etc.). • mass media can present additional and accurate information (i.e., consumer reports on radio or television, consumer journals, informative and accurate advertising and news reports, etc.).

SEVENTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	3. provide examples and evaluate how mass media could possibly hinder self-control.	3. include the following points and two examples for each in their evaluation: • mass media could hinder self-control when the listener, viewer, or reader lacks emotional maturity or stability (i.e., young or impressionable children, persons under too much stress who do not have an emotional release, etc.) • mass media could hinder self-control when the listener, viewer, or reader lacks the necessary information to make a good judgment (i.e., lack of experience in young persons, false or misleading advertising, etc.). * demonstrate observable behaviors (i.e., demonstrate recognition responses, or indicate upon request those types of mass media they are in contact with which encourage or discourage their own self-control, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: A **Obj**: 2	Students will explain how communications skills contribute toward work within a group.	Students are able to: 1. explain the communications skills demanded of the four major roles that develop during group interaction.	Students are able to: 1. a) describe the four major roles that develop during group interaction: leader, listener, gatekeeper, and advocate. b) explain three communications skills needed by each of the following: • leader (i.e., attentiveness, timing, listening for content and to remember, listening for feelings, I-messages, speaking distinctly and with appropriate voice level, appropriate nonverbal responses, etc.). • listener (i.e., attentiveness, timing, listening for feelings, etc.); • gatekeeper (i.e., timing, listening for content and feelings, messages, nonverbal communications, etc.); advocate (i.e., attentiveness, timing, listening for content and feelings, I-messages, effective nonverbal responses, etc.). * References for concept clarification: _Raising a Responsible Child_ or the _S.T.E.P. Parents' Handbook_, both by D. Dinkmeyer and G. McKay; _Parent Effectiveness Training_ by T. Gordon.
		2. discuss how these skills contribute toward getting tasks accomplished within group interaction.	2. base their discussion upon two skills for each of the four roles and analyze how these skills contribute toward task accomplishment.

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. explain how the lack of communication skills hinders group interaction and task accomplishment.	3. base their explanation upon a lack of one skill for each of the four roles and describe how group interaction would be hindered and tasks might not be accomplished. * demonstrate observable behaviors (i.e., growing ability to communicate effectively within a group setting in order to accomplish the designated task, etc.).
Content: II Inter-personal Relations Role: Individual Goal: B Obj: 2	Students will analyze the importance of effective family relationships and the beliefs and skills that contribute toward those relationships.	Students are able to: 1. explain why a person would desire an effective family relationship. 2. analyze the beliefs and skills that make up the process of establishing effective family relations.	Students are able to: 1. explain at least two reasons why someone would desire an effective family relationship (i.e., fulfilling needs, companionship, someone who cares about and loves the real you, someone you can love and care about, etc.). 2. base their analysis upon at least four of the following six beliefs and skills: • the belief that all persons are equal in worth and dignity • showing respect to each family member • listening skills • communications skills • cooperation • skill in handling disagreement or conflict * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicates upon request what beliefs and skills contribute toward an effective family relationship, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will evaluate those behaviors that help or hinder group cooperation and effectiveness.	Students are able to:	Students are able to:
		1. explain how specific behaviors can help group cooperation and effectiveness.	1. include in their explanation four of the following five examples: • listening • taking turns • paying attention • participation • encouragement (define encouragement as focusing on assets and strengths to build self-confidence and esteem).
		2. explain how specific behaviors can hinder group cooperation and effectiveness.	2. include in their explanation four of the following five examples: • interrupting • not paying attention • not getting involved • trying to do all the work themselves • discouragement (define discouragement as focusing on mistakes and weaknesses to erode self-confidence and esteem; discouragement results in negative behavior).

SEVENTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	3. indicate groups they belong to and how they help or hinder the groups' cooperation and effectiveness.	3. a) define a group as two or more persons gathered together because of a common interest or purpose. b) indicate three out of the four following examples of groups they belong to: • large groups (e.g., large club, 7th grade class at school, church, etc.) • small group (e.g., small class at school, extracurricular group after school, club or organization, etc.) • peer group (e.g., Boy Scouts, Girl Scouts, clubs, class at school, neighborhood gang, etc.) • mixed group: adults and youth (e.g., church, school system, community organization, the family, etc.). c) select one group from those described in #3b and describe how they have helped and/or hindered that group's cooperation and effectiveness. * demonstrate observable behaviors (i.e., exhibit a growing ability to operate with cooperation and effectiveness in a group setting, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Interpersonal Relations **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: D **Obj**: 2	Students will evaluate ways peers and adults interact with each other in relation to the goals of behavior.	Students are able to: 1. describe different ways that peers and adults interact.	Students are able to: 1. describe three different situations where peers and adults interact.
		2. explain the goals of behavior.	2. a) explain the goals of misbehavior (i.e., attention, power, revenge, and display of inadequacy). b) explain the goals of positive behavior (i.e., attention/involvement/contribution/ power autonomy/responsibility for own behavior, justice/fairness, withdrawal from conflict/ refusal to fight/acceptance of others' opinions). * References for concept clarification: Raising a Responsible Child or the S.T.E.P. Parents' Handbook, both by D. Dinkmeyer and G. McKay.
		3. evaluate ways peers and adults interact in relation to the goals of behavior.	3. choose three different situations and evaluate the ways peers and adults interact with each other according to the goals of behavior • what is the goal of behavior. • what is the belief underlying the behavior. • how is the adult involved supporting the belief or trying to change the belief underlying the behavior.
			* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request the goals of behavior they presently and/or desire to operate from, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: A **Obj**: 2	Students will demonstrate skills necessary to express their opinions and beliefs in written form.	Students are able to: 1. demonstrate skills necessary for satisfactory writing.	Students are able to: 1. *a) demonstrate ability to write legibly. *b) demonstrate use of an effective vocabulary. *c) demonstrate skill in use of grammar and sentence structure. *d) demonstrate skill in spelling. *e) demonstrate skill in punctuation and capitalization.
		2. demonstrate skills necessary for logically expressing their opinions and beliefs in writing.	2. *a) demonstrate skill in using the outline form. *b) demonstrate ability in presenting a logical sequence of thoughts.
		3. demonstrate an understanding of the different methods of expressing their opinions and beliefs in writing.	3. *a) demonstrate an understanding of how to appropriately write a letter. *b) demonstrate an understanding of poetry and prose as means of expressing opinions and beliefs. *c) demonstrate an understanding of how to write papers as a means of expressing opinions and beliefs.
Content: III Expressing Ideas **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 2	Students will describe some of the emotional blocks to assertive behavior.	Students are able to: 1. describe some emotional blocks to assertive behavior.	Students are able to: 1. describe two emotional blocks to assertive behavior (i.e., fear of failure, fear of rejection, anxiety over being the center of attention, desire to have everyone like them, etc.).
		2. provide examples of situations when emotional blocks could have prevented or did prevent assertive behavior.	2. provide two examples of situations when emotional blocks could have prevented or did prevent assertive behavior.

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. discuss how a person feels when emotional blocks consistently prevent assertive behavior.	3. discuss two ways a person feels when emotional blocks consistently prevent assertive behavior (i.e., anxious, fearful, has little dignity or self-respect, guilt-laden, as if they are at the mercy of the world, etc.). * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request those emotional blocks they have that might prevent assertive behavior when safe and appropriate, etc.).
Content: IV Gathering & Processing Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will evaluate their feelings in a variety of settings.	Students are able to: 1. determine the meaning of setting. 2. provide examples of a variety of settings that they have experienced or are actually experiencing in their lives. 3. evaluate their feelings in a variety of settings.	Students are able to: 1. define the meaning of setting as an aspect of the environment or surroundings. 2. provide four examples of different settings (i.e., home, school, neighborhood, town, church, a job, a national park, etc.). 3. a) review the basic feelings: happiness, sadness, fear, surprise, anger, pride. b) evaluate their feelings in three different actual settings. * demonstrate observable behaviors (i.e., acknowledge through recognition responses or indicate upon request their feelings during experiences in the school environment, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 2	Students will relate their learning at school to their leisure activities.	Students are able to: 1. describe what comprises leisure. 2. identify their own leisure activities. 3. relate school academic and social experiences to their performance of leisure activities.	Students are able to: 1. describe leisure as a time for recreation and relaxation; freedom from work. 2. identify two of their own leisure activities. 3. relate school experiences (both in and out of the classroom) to the leisure activities identified in #2 (i.e., P.E. class/playing basketball; reading/ reading magazines; math/bowling, etc.). * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request how school experiences relate to their leisure activities; etc.).
Content: IV Gathering & Processing Information **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: C **Obj**: 2	Students will analyze the effects information can have on stereotypes.	Students are able to: 1. describe how stereotypes are transferred from one person to another.	Students are able to: 1. describe two ways stereotypes are transferred from one person to another (i.e., parental influence, mass media, sharing ideas and experiences with a friend, etc.).

SEVENTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	2. explain how information can effect existing stereotypes.	2. a) include in their explanation one example of how information can confirm their stereotypes (i.e., reading statistical proof, repetitive experience, etc.). b) include in their explanation one example of how information can change or eliminate their stereotypes (i.e., reading contradictory statistics, exposure to accurate job information, repetitive experience opposing their stereotype, etc.).
	3. describe the benefits of transferring information rather than transferring stereotypes.	3. describe two benefits of transferring information (i.e., information can be substantiated, information does not limit choices like stereotypes do, information is more accurate and is based on fact, etc.). * demonstrate observable behaviors (i.e., exhibit a growing attitude of desiring accurate information when confronted with a generalization or stereotype, tends to transfer accurate information about others instead of transferring any inaccurate stereotypes, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Individual Goal: A Obj: 2	Students will describe the importance and benefits of understanding their family rights and responsibilities.	Students are able to: 1. discuss the importance of understanding their family rights and responsibilities.	Students are able to: 1. a) discuss how different families place differing emphasis on rights and responsibilities. b) discuss that it is important to understand their family rights and responsibilities so that they will know what is expected of them and what to expect from other family members.
		2. discuss the benefits of understanding their family rights and responsibilities.	2. discuss two benefits of understanding their family rights and responsibilities (i.e., family members have the security of knowing what others expect of them, family members can have empathy for others who are trying to fulfill responsibilities, family members know what to contribute to have a satisfactory family life, family members are able to communicate more effectively to other members when rights are not being met, etc.).
		3. describe how understanding their family rights and responsibilities has affected their lives.	3. describe two ways in which understanding their rights and responsibilities has affected their lives (i.e., by knowing what is expected of them, they have increased their responsibilities and thus increased their rights; more effective communication between family members; more understanding for what other members are trying to do; etc.).
			* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request the benefits of understanding family rights and responsibilities, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities **Role**: Learner **Goal**: B **Obj**: 2	Students will analyze the school as a learning environment and describe its effects on them.	Students are able to:	Students are able to:
		1. describe the services their school provides which contribute toward its being a learning environment.	1. describe three services their school provides (i.e., counseling, advisory system, library, provision for regular and inexpensive lunches, etc.).
		2. describe the extracurricular activities their school provides which contribute toward its being a learning environment.	2. describe two extracurricular activities their school provides (i.e., sports activities, curriculum-based clubs such as science club, other organizations, social activities such as dances, etc.).
		3. describe the curriculum their school provides which contributes toward its being a learning environment.	3. describe five major aspects of the curriculum their school provides (i.e., sciences, language arts, math, social sciences, fine arts, physical education, practical or manual arts, etc.).
		4. describe how their school as a learning environment affects them.	4. a) describe those services they make use of in their school b) describe any extracurricular activities they participate in at their school c) describe how the curriculum of their school affects them according to the following points: • the importance of a balanced curriculum • those aspects of the curriculum they prefer • how they plan to take advantage of their school's curriculum d) describe how school as a well-rounded learning environment encourages them to learn about themselves and the world around them.
			* demonstrate observed behaviors (i.e., take advantage of school activities or services that interest them, demonstrate recognition responses or indicate upon request how their school helps them learn, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities **Role**: Citizen **Goal**: C **Obj**: 2	Students will describe the rights and responsibilities they have as citizens of their towns and state.	Students are able to: 1. identify the rights and responsibilities they have as citizens of their towns. 2. identify the rights and responsibilities they have as citizens of their state. 3. provide examples of how they use their state rights and responsibilities.	Students are able to: 1. a) become familiar with their town charter. b) identify three rights and responsibilities they have (or will have) as a citizen of their town. 2. a) become familiar with their state constitution b) identify three rights and responsibilities they have (or will have) as citizens of their state. 3. provide one example of how they use their rights and carry out their responsibilities as citizens of their state (i.e., make use of their school facilities, abide by state laws, receive adequate health care, etc.). * demonstrate observable behaviors (i.e., demonstrate a beginning interest in citizen activities within their towns, demonstrate recognition responses or indicate upon request how citizen rights and responsibilities affect their lives, etc.).
Content: V Rights & Responsibilities **Role**: Consumer **Goal**: D **Obj**: 2	Students will analyze their families' spending patterns.	Students are able to: 1. describe those expenditures families are responsible for.	Students are able to: 1. a) describe the types of expenditures parents or guardians are actually responsible for (i.e., rent or house payments, utilities, medical bills, clothing, food and household goods, furniture, transportation costs, etc.). b) describe the types of expenditures siblings could be responsible for (if applicable). c) describe the types of expenditures persons their age are responsible for (i.e., clothing, school supplies, entertainment, gifts, etc.). d) recognize that types and amounts of expenditures vary from family to family.

SEVENTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	2. discuss the different types of spending patterns that exist.	2. include in their discussion the two following types of spending patterns: • planning or budgeting • seeing something and buying it--no specific planning beforehand.
	3. privately analyze the spending patterns of their family members.	3. include the following in their analysis: • example situations when family members have used the budgeting pattern of spending • example situations when family members have used the see/buy pattern of spending • summary of which spending pattern family members tend to use most often (i.e., parents use budgeting, younger siblings use the see/buy pattern, etc.) • acknowledgement that the more one is responsible for spending money for necessities (i.e., shelter, food, clothing, etc.), the more important it is to plan the use of money.
		* demonstrate observable behavior (i.e., demonstrate recognition responses or indicate upon request which type of spending pattern they use most frequently and why they use that pattern; exhibit a growing appreciation for the responsibility involved in balancing a budget and spending for necessities, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities **Role**: Producer **Goal**: E **Obj**: 2	Students will describe general rights and responsibilities of producers.	Students are able to: 1. describe the general rights of producers.	Students are able to: 1. include in their description two examples of their rights as producers and why they feel they are entitled to those rights (i.e., the right of respect for a task done well; the right of reward, either intrinsic and/or extrinsic; the right of cooperation from fellow-workers; etc.).
		2. describe the general responsibilities of producers.	2. include in their description two examples of their responsibilities as producers and why those responsibilities are necessary (i.e., responsibility for: cooperation with fellow-workers, best effort toward successful task accomplishment, generating interest in the task, understanding how to accomplish the task, etc.).
		3. explain how these general rights and responsibilities can apply to different producers.	3. a) identify three producers of different age levels b) use the examples in #1, #2, and #3a in their explanation.
			* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request general rights and responsibilities or producers of various ages, exhibit a beginning appreciation for the rights and responsibilities that apply to them as producers, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: A **Obj**: 2	Students will compare and contrast others' values.	Students are able to: 1. provide examples of others' values. 2. compare and contrast others' values. 3. analyze why others may have differing values.	Students are able to: 1. provide two examples of things others seem to value (i.e., money, education, having fun, love, etc.). 2. base their comparisons upon: • whether values seem to be directed inwardly (getting for oneself) or directed outwardly (doing things for others) • if values are action-oriented or object-oriented. 3. include two reasons in their analysis (i.e., parental influence, deprivation or excess while growing up, self-satisfaction, etc.). * demonstrate observable behaviors (i.e., demonstrate respect for others' values, exhibit recognition responses or indicate upon request that others may have values different from their own for a variety of reasons, etc.).
Content: VI Valuing & Decision-Making **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 2	Students will describe the importance of examining their values and opinions when making a decision.	Students are able to: 1. describe the effects of values and opinions upon the decision-making process.	Students are able to: 1. a) review the definitions of opinion (inclination or feeling toward something) and value (a very strong feeling about something) b) describe two effects of values and opinions on the decision-making process (i.e., everyone views the world differently and decisions are based on their view of the world, more conviction and confidence exists when a decision is based on a value, they tend to own their decision when it is based on their opinions or values, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. describe the effects when one's own values and opinions are not considered in the decision-making process. 3. describe some examples of decisions that rely on consideration of values and opinions.	2. describe two effects when one's own values and opinions are not considered in the decision-making process (i.e., person deciding tends to have less conviction, confidence, feelings of decision-ownership, satisfaction with the results, etc.). 3. describe three examples of decisions that rely on consideration of values and opinions (i.e., decision to lie/value of honesty; decision to use dope/value of one's own health; decision to kill/value of human life; decision to cut classes/ value of an education, etc.). * demonstrate observable behaviors (i.e., exhibits a willingness to examine their decisions in light of their opinions and values, etc.).
Content: VI Valuing & Decision-Making **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: C **Obj**: 2	Students will describe decisions they have made that were based on their values and opinions.	Students are able to: 1. specify their values and opinions. 2. explain decisions they have made that were based on those values and opinions. 3. evaluate the difference of decisions based on values as opposed to decisions based on opinions.	Students are able to: 1. identify one opinion and one important value. 2. a) describe a decision that was influenced by the opinion identified in #1 b) describe a decision that was based on the value identified in #1. 3. using the examples from #2, include in their evaluation: • a comparison regarding the convictions behind the decisions • a comparison concerning the attitude of flexibility after making the decisions • a comparison of the anxiety levels concerning the outcomes of their decisions. * demonstrate observable behaviors (i.e., exhibit the ability to make decisions that are usually consistent with their present value system, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VII Achievement Motivation Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will describe ways they have seen others use planning, the trial-and-error approach, and goal setting.	Students are able to: 1. review what planning, trial-and-error, and goal-setting mean.	Students are able to: 1. a) describe planning as the process of thinking ahead about how to do something; preparing before doing, outlining how and when a task should be done. b) describe the trial-and-error approach as randomly trying different ways of doing something until the right way is found c) describe goal-setting as determining something they desire and aiming and striving to achieve that goal; goal-setting is a form of planning.
		2. describe situations where they have seen others use the trial-and-error approach, planning, and goal-setting.	2. a) describe a situation where they have seen someone use the trial-and-error approach to getting a job done b) describe a situation where they have seen someone use planning in order to get a job done c) describe a situation where they have known someone who sets goals for themselves to strive toward.
		3. evaluate the results of others using the trial-and-error approach, planning, and goal-setting.	3. a) using the situations described in #2a and b, compare and evaluate the results according to: • efficiency in use of time, materials, energy, money, and/or effort • quality of the product or outcome • completion of the product or outcome b) using the situation described in #2c, compare and evaluate the results according to: • the effects of goal-setting upon that person • the effects of that person's goal-setting on others • what would the results be like if there had been no goal-setting.

* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request when they or others use planning, trial-and-error approach and goal setting, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VIII Achievement Motivation **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 1	Students will describe methods and effects of evaluating achievement.	Students are able to: 1. differentiate between evaluation of progress and evaluation of achievement.	Students are able to: 1. a) review the definition of evaluation; finding out how well they are doing; judgment; assessment. b) describe evaluation of progress as determining how well they are advancing or improving as they continue to work toward final task completion. c) describe evaluation of achievement as determining how well they have finished their task; evaluation when task-parts have been completed.
		2. describe methods for evaluating achievement.	2. describe three methods for evaluating achievement (i.e., posttest, verbal reaction from others, amount of self-satisfaction and pride, purpose of task is accomplished, etc.).
		3. discuss the effects of evaluating their achievement.	3. discuss two effects of evaluating their achievement (i.e., helps to indicate weak areas in the process of analyzing and accomplishing, allows them to know if they are adept in that area, allows them to know whether or not the task should be done again, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content:VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will explore the problem-solving process and how listening and talking help to solve problems.	Students are able to: 1. describe a basic problem-solving format.	Students are able to: 1. describe the following problem-solving format in their own words: • pinpoint the problem • brainstorm for solutions • evaluate the ideas and choose a course of action • make a commitment • act upon the chosen solution • re-evaluate the solution.
		2. explain how reflective listening, I-messages, and nonverbal communication help to solve problems.	2. a) explain the meaning of reflective listening (i.e., listening to understand the speaker's feelings; repetition of the basic content or feeling of the message received); explain how reflective listening helps in solving problems. b) explain the meaning of I-messages (i.e., expressing their feelings in response to another's actions or messages); explain how I-messages help in solving problems. c) review the meaning of nonverbal communication (i.e., body language and/or silence means sending messages without speaking); explain how nonverbal communication helps in solving problems. *Reference for concept clarification: Reference for reflective listening: Helping and Human Relations: A Primer Primer for Lay and Professional Helpers by R. R. Carkhuff. Reference for I-messages: Parent Effectiveness Training by T. Gordon

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. evaluate how people help each other through listening and talking to solve problems.	3. base their evaluation on three examples of helping each other through reflective listening, I-messages, nonverbal communications, or establish through a problem-solving format. * demonstrate observable behaviors (i.e., demonstrate a willingness and growing ability to use the problem-solving process; exhibit beginning attempts to use reflective listening, I-messages, and nonverbal communication during school problem situations; etc.).
Content:VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will predict ways in which some present careers may be different in the future.	Students are able to:	Students are able to:
		1. provide examples of some present careers.	1. provide two examples of present careers.
		2. predict how the expectations of those careers may be different in the future.	2. using the examples in #1, include in their predictions: • how expectations concerning preparation may change • how expectations on the job may change • how stereotypes (if any) connected with those careers may change.
		3. predict how the work environment for those careers may be different in the future.	3. using the examples from #1, include in their predictions: • how work facilities may change • how tools necessary for those careers may change • how worker relationships may change. * demonstrate observable behavior (i.e., demonstrate a growing ability to imaginatively project present work roles into the future, etc.).

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding **Role**: Individual **Goal**: A **Obj**: 2	Students will distinguish between things helpful and things harmful to mental health.	Students are able to: 1. provide examples of things harmful to mental health.	Students are able to: 1. a) review the definition of mental health (i.e., the way one feels and acts,...) b) provide five examples of things harmful to mental health (i.e., misuse of drugs and alcohol, situations involving great stress or anger, habitual worry, grudges, etc.).
		2. provide examples of things helpful to mental health.	2. provide five examples of things helpful to mental health (i.e., ability to relax, liking oneself, doing things for others, knowing ahead of time the kinds of responses to make during stressful situations, smiling, etc.).
		3. compare and contrast those things in their lives that are helpful and those that are harmful to their mental health.	3. specify three helpful and two harmful things they do or have done; base their comparisons upon those examples and the effects upon their mental health.
			* demonstrate observable behaviors (i.e., indications of a willingness-not always mastery--to maintain a healthy emotional self as described above).

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will analyze how personal characteristics, abilities, and interests relate to job fields.	Students are able to: 1. explain why people may choose certain job fields for physical reasons.	Students are able to: 1. identify two examples of physical reasons why a person may choose one job over another (i.e., a short person might choose to be a jockey rather than a basketball player; a person who cannot speak will not be a singer, etc.).
		2. explain why people may choose certain job fields because of interests and abilities.	2. a) identify three interests and abilities b) describe work activities that would correlate with those interests and abilities (i.e., service-oriented jobs or product-oriented jobs). * Reference for concept clarification: The U.S.O.E. Classification Chart.
		3. explain how interests and abilities may relate to several different jobs.	3. a) describe two interests and two abilities b) relate these interests and abilities to two different work activities c) describe two reasons why someone might choose one job over another (i.e., interests might change, difference in salaries, one job may include an undesirable factor over another, etc.). * demonstrate observable behaviors (i.e., indication that they are beginning to explore job ideas that relate to their own interests and abilities, etc.).

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will analyze how the determination of problem ownership helps them to better manage themselves and their environment.	Students are able to:	Students are able to:
		1. describe what problem ownership means.	1. define problem ownership as deciding who the problem really belongs to.
		2. provide examples of when they own their own problems.	2. provide two examples of when they own their own problems (i.e., not being prepared for class, not following family guidelines, not acting friendly toward others, etc.).
		3. provide examples of the results of owning others' problems.	3. provide three examples of results of owning others' problems, when their behavior is not really a problem to you (i.e., it encourages dependency so others will not manage themselves, it encourages worry about what others are or are not doing, it is an ineffective involvement of time and energy, etc.).
			* demonstrate observable behaviors (i.e., indications of a beginning ability to own their own problems and to distinguish between what should be their problem and someone else's, etc.).
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will analyze effective public speaking methods and skills.	Students are able to:	Students are able to:
		1. provide examples of those situations which demand skills in public speaking.	1. a) recognize that positions of responsibility call for speeches to be made. b) provide five examples of situations which demand skills in public speaking (i.e., persuasive speeches; informative speeches; speeches involving parliamentary procedure; speech of introduction, presentation, acceptance, welcome, response to a welcome, or farewell).

EIGHTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	2. describe the major steps involved in public speaking.	2. name the five following steps involved in public speaking: • creating or discovering ideas • selecting and organizing material • using language • using memory • delivery
	3. analyze the methods and skills which support the major steps of public speaking.	3. include in their analysis two examples of each of the following five methods and skills: • creation or discovery of good ideas for public speeches • selection and organization of material • effective use of language (vocabulary, visual and nonverbal) • effective use of memory • successful delivery of speeches (i.e., how to deal with fear or "stage fright," use best speaking voice, use effective and appropriate nonverbal communication.) * Reference for concept clarification: First Principles of Public Speaking by L. Reid.
		* demonstrate observable behaviors (i.e., demonstrate a growing ability to use effective public speaking methods and skills in the school setting, etc.).

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations Role: Individual Goal: B Obj: 2	Students will describe a family meeting and explain how it can be helpful in establishing effective family relations.	Students are able to: 1. describe the family meeting. 2. explain how family meetings could be helpful in establishing effective family relations.	Students are able to: 1. describe four aspects of a family meeting (i.e., regularly scheduled meeting; all family members attend; purpose is to plan family chores and fun times, to express complaints and positive feelings, to resolve problems, and to make family decisions, etc.). 2. provide three reasons how family meetings could be helpful (i.e., encourages listening and communications skills, feelings of self-worth, cooperation and more effective family management, more effective relationships, etc.). * Reference for concept clarification: the S.T.E.P. Parent's Handbook by D. Dinkmeyer. * demonstrate observable behavior (i.e., demonstrate a growing ability to successfully role-play a family meeting, ability to contribute and use same beliefs and skills during small group classroom meetings, etc.).
Content: II Inter-personal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will evaluate the importance of friendships with peers and adults.	Students are able to: 1. compare the benefits that could result from friendships with peers and adults.	Students are able to: 1. a) describe three benefits that occur from friendships with peers. b) describe three benefits that occur from friendships with adults. c) compare the benefits of the two different types of friendships (i.e., similarities: companionship, help in time of need, encouragement of growth and development, etc.; differences: amount of similar interests and needs, help and encouragement of development come in different degrees, etc.).

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. compare the contributions that they could make in friendships with peers and adults.	2. a) describe two contributions they could make in a friendship with a peer. b) describe two contributions they could make in a friendship with an adult. c) compare the similarities and differences in their contributions (e.g., similarities: caring, companionship, interest, helping, trusting, showing loyalty, etc.; differences: ability to fulfill needs or to help, ability to encourage growth or development, etc.).
		3. evaluate the importance of having friendships with all age groups.	3. base their evaluation upon those gains they receive from others and those gains they receive from being able to give of themselves. * demonstrate observable behaviors (i.e., shows a growing ability to make and maintain friendships with persons of all ages, etc.).
Content: II Inter-personal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: D Obj: 2	Students will describe situations where their behaviors affect others' behavior towards them.	Students are able to:	Students are able to:
		1. provide examples of how their behaviors affect others' emotions, decisions, and conduct.	1. a) provide an example of how their behavior affects another person's feelings. b) provide an example of how their behavior affects another person's decisions. c) provide an example of how their behavior affects another person's behavior.
		2. explain the interrelationship between action and response.	2. a) define action as the process of acting, doing, or working; conduct. b) define response as reply; reaction; responding to the words or acts of another. c) include in their explanation support for the principle that the effectiveness of an action is determined by the type of response they receive from others.

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. analyze the various types of responses.	3. include in their analysis two examples of verbal responses and two examples of nonverbal responses. * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request how and why their behavior affects others' behavior toward them, demonstrates a growing understanding of why others may frequently respond in a predictable manner to some of their actions, etc.).
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will examine their own methods of expressing opinions and beliefs.	Students are able to: 1. describe their verbal methods of expressing opinions and beliefs.	Students are able to: 1. include the following in their description: • two examples of how they express their opinions and beliefs • indicate if their statements are closed-ended (leaving no room for discussion from others) or open-ended (allowing others to express themselves) • whether or not they are able to effectively express their feelings and ideas to others (i.e., as indicated by others' reactions and their own self-satisfaction).
		2. describe their nonverbal methods of expressing opinions and beliefs.	2. include the following in their description: • two examples of how they express their opinions and beliefs nonverbally • whether or not they are able to appropriately and effectively convey their opinions or beliefs to others (i.e., as indicated by others' reactions and their own self-satisfaction).

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. describe their written methods of expressing opinions and beliefs.	3. include the following in their description • two examples of how they express their opinions or beliefs in writing • whether or not they can demonstrate satisfacotory writing skills (i.e., legibility, vocabulary, grammar, sentence structure, spelling, punctuation, capitalization, etc.). • whether or not they can present a logical sequence of thoughts • whether or not they can appropriately use written forms of expression (i.e., letters, poetry or prose, term papers, etc.). * demonstrate observable behaviors (i.e., evaluate their verbal, nonverbal, and written methods of expression and demonstrate a willingness to strengthen those areas they are weak in, etc.).
Content: III Expressing Ideas **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 2	Students will describe non-assertive and aggressive behaviors and the problems produced by these behaviors.	Students are able to: 1. describe non-assertive behaviors.	Students are able to: 1. a) define non-assertive behavior as behavior that indicates a bottling up of emotions ranging from warmth to anger because of high levels of anxiety, guilt, or deficiencies in social skills; non-assertiveness does not result in self-respect. b) provide one example of non-assertive behavior.
		2. describe aggressive behavior.	2. a) define aggressive behavior as behavior aimed at getting needs met or expressing desires, feelings, or beliefs at the expense of someone else's safety, dignity or self-respect. b) provide one example of aggressive behavior.

EIGHTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	3. describe problems produced by non-assertive and aggressive behaviors.	3. a) describe one problem caused by non-assertive behavior that could arise for themselves (i.e., loss of self-respect and dignity; reinforcement of fear, guilt, or anxiety; loss of a special object, time or a relationship; unfulfilled desires, etc.). b) describe one problem caused by non-assertive behavior that could arise for others involved in the situation (i.e., loss of respect for the non-assertive person, feelings that the non-assertive person does not care about risking anything or a relationship, etc.). c) describe one problem caused by aggressive behavior that could arise for themselves (i.e., loss of self-respect, loss of friendships, anxiety, reinforcement of fears, etc.). d) describe one problem caused by aggressive behavior that could arise for others involved in the situation (i.e., physical pain, loss of trust in aggressive person, loss of respect for aggressive person, etc.). * demonstrate observable behaviors (i.e., demonstrate fewer occasions of aggressive or non-assertive behaviors; recognition responses of the problems caused by aggressive or non-assertive behaviors, etc.).

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: A **Obj**: 2	Students will predict their feelings in a variety of potential settings.	Students are able to: 1. provide examples of a variety of settings that might take place in the future. 2. predict their feelings in a variety of possible future settings.	Students are able to: 1. provide four examples of possible future settings (i.e., job setting, a leisure setting, the hospital, a nursing home, a courtroom, etc.). 2. a) review the basic feelings: happiness, sadness, fear, surprise, anger, pride. b) predict their feelings in the four example settings described in #1. * demonstrate observable behaviors (i.e., project themselves into different possible settings or experiences and indicate what their feelings might be, etc.).
Content: IV Gathering & Processing Information **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 2	Students will relate their learning at school to their activities in the community as citizens and consumers.	Students are able to: 1. describe what it means to be a citizen and a consumer. 2. identify some of their activities in the community.	Students are able to: 1. a) define a citizen as someone who gives loyalty to a town, state, or country and is under protection of its laws. b) define a consumer as someone who uses or buys things. 2. a) identify one of their activities as a citizen in their community (i.e., community organizations, religious organizations, etc.). b) identify two of their consumer activities (i.e., where they buy things, what things they buy, etc.).

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. relate school academic and social experiences to their activities in the community as citizens and consumers.	3. relate school experiences (both in and out of the classroom) to their activities as citizens and consumers that were identified in #2 (i.e., classroom studies of citizenship/practice of citizen rights and responsibilities; extra-curricular activities/learning to get along with others; math/making change; reading/reading labels or instructions; communication skills/communicating with salespersons, etc.). * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request how school experiences relate to their community and consumer activities, etc.).
Content: IV Gathering & Processing Information **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: C **Obj**: 2	Students will describe occupations that have stereotypes existing for them and will analyze how those stereotypes are reinforced.	Students are able to: 1. provide examples of occupations that have stereotypes existing for them.	Students are able to: 1. provide two examples of occupations that have stereotypes existing for them.
		2. analyze how those stereotypes are reinforced within the occupation field itself.	2. using the examples in #1, include in the analysis: • how the stereotypes are reinforced through job demands • how the stereotypes are reinforced through the employers • how the stereotypes are reinforced through the employees
		3. analyze how those stereotypes are reinforced outside of the occupation field.	3. using the examples from #1, include in the analysis: • how the stereotypes are reinforced directly or indirectly by the public • how the stereotypes are reinforced through mass media. * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request those occupations which appear to have related stereotypes, etc.).

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities **Role**: Individual **Goal**: A **Obj**: 2	Students will compare and contrast the responsibilities of all family members.	Students are able to: 1. review the responsibilities of all family members.	Students are able to: 1. a) review the meaning of family: immediate family is comprised of those persons they live with (i.e., parent, guardian, siblings, grandparent, cousin, etc.); extended family is comprised of those relatives that are not directly a part of their immediate family. b) describe four of their family responsibilities (i.e., demonstrating respect toward parents; contributing toward a satisfactory family life by doing such chores as making beds, taking out trash, mowing the lawn, feeding pets, baby sitting..., treat all family members as equal in worth and dignity, etc.).
		2. discuss the differences between family members' responsibilities.	2. discuss the following difference between family members' responsibilities: • parents have a greater number and more complicated family responsibilities due to their increased physical, mental, emotional maturity • parents' responsibilities for their family are specified by law • parents are responsible for the existence of the family and maintaining a satisfactory life while children's responsibilities deal more with helping family life and routine to run smoothly.

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. discuss the similarities between family members' responsibilities.	3. discuss the following similarities between family members' responsibilities: • both parents and children have the responsibility to treat family members with respect • both parents and children have the responsibility to treat family members as equal in worth and dignity • both parents and children have the responsibility of contributing to creating and maintaining a satisfactory family life (i.e., through providing for necessities, doing chores, cooperating with each other, etc.). * demonstrate observable behaviors (i.e., demonstrate interest in learning more about the family, demonstrates recognition responses or indicates upon request that all families are different and that all family members have certain responsibilities, etc.).
Content: V Rights & Responsibilities Role: Learner Goal: B Obj: 2	Students will describe their personal learning and study skills as a means of meeting learner responsibilities.	Students are able to:	Students are able to:
		1. describe the basic study skills.	1. a) describe a skill as something a person has learned to do often and well b) describe the five basic study skills: reading and reading comprehension, writing, listening, attentiveness, and the ability to question.
		2. identify their present personal learning skills and study skills.	2. identify five of their present personal learning and study skills (i.e., reading and comprehension; writing; listening; attentiveness; the ability to question; integration of initial exposure, experience, or modeling through repetition; etc.).

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. explain the importance of their learning skills and study skills and their study system as a means of meeting learner responsibilities.	3. include two reasons why their skills and study system are important (i.e., learning is greater and more permanent when there is a consistent use of study skills, questioning allows for a more complete learning experience, attentiveness is essential as a learner responsibility, etc.). * demonstrate observable behaviors (i.e., exhibit a growing development of effective learning and study skills, show a growing desire to meet their learner responsibilities, etc.).
Content: V Rights & Responsibilities **Role**: Citizen **Goal**: C **Obj**: 2	Students will describe the rights and responsibilities they have as U.S. citizens.	Students are able to: 1. review how one becomes a U.S. citizen.	Students are able to: 1. review the three ways in which someone becomes a U.S. citizen: being born in the United States; being born to parent(s) who are U.S. citizens; studying, passing a test, and taking an oath of citizenship.
		2. identify the rights and responsibilities they have as U.S. citizens.	2. a) become familiar with the United States constitution b) identify eight rights and responsibilities they have (or will have) as citizens of the United States.
		3. provide examples of how they use their rights and responsibilities as U.S. citizens.	3. provide two examples of how they use their rights and carry out their responsibilities (i.e., right to protection under the law/responsibility to obey the laws; right to a free public education/responsibility to attend school; etc.). * demonstrate observable behaviors (i.e., demonstrate a growing interest in how the national government and citizen activities affect their lives, exhibit a willingness to obey the law, etc.).

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Consumer Goal: D Obj: 2	Students will determine those abilities which comprise an effective consumer.	Students are able to: 1. review the meaning of consumer.	Students are able to: 1. define consumer as a person who buys or uses things.
		2. discuss what it means to be an effective consumer.	2. discuss four characteristics of an effective consumer (i.e., purchases quality merchandise or services, gets the most for the money, buys appropriately for the need or desire, is aware of the market and what is available, is independent and not susceptible to gimmicks, etc.).
		3. describe those abilities which comprise an effective consumer.	3. identify and describe each of the following abilities: • ability to understand money and to make change • ability to determine the appropriate place of purchase • ability to recognize the quality of products or services • ability to compare and contrast • ability to determine need or priority • ability to recognize the influence of advertising.
			* demonstrate observable behaviors (i.e., exhibit a willingness to use consumer skills more effectively, demonstrate recognition responses or indicate upon request how they try to be an effective consumer, etc.).

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Producer Goal: E Obj: 2	Students will analyze how producers may have to cooperate with each other to accomplish a large or difficult task.	Students are able to: 1. analyze a specific large or difficult task and break it down into smaller task-parts necessary to accomplish the task-whole.	Students are able to: 1. a) choose one large or difficult task (i.e., a class presentation, a large art project, a P.T.A. program, etc.) b) break down the large task into smaller task-parts (i.e., a P.T.A. program: readers, singers, dancers, planners, etc.) c) evaluate the contribution of each task-part in relationship to the task-whole (i.e., dependency of one part on another, enrichment of the whole by each part, etc.).
		2. recognize that different producers may be responsible for the task-parts and yet another producer is responsible for the task-whole.	2. give one example situation in the work world where different producers are responsible for task-parts while another producer is responsible for the task-whole (i.e., car manufacturer/assembly line workers; U.S. Secretary of Defense/military chain of command; restaurant owner/waiters, cooks, etc.).
		3. analyze the role that cooperation plays in the accomplishment of a large or difficult task.	3. include in their analysis: a) a definition of cooperation: working together toward a common goal b) an example of what happens when there is no cooperation among producers in accomplishing a large or difficult task c) an example of what happens when producers cooperate in accomplishing a large or difficult task.
			* demonstrate observable behaviors (i.e., cooperate with each other to accomplish a larger or difficult task, exhibit a growing appreciation for the complicated involvement producers go through to accomplish a task-whole, etc.).

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: A **Obj**: 2	Students will analyze the effect of people having different beliefs and values.	Students are able to:	Students are able to:
		1. discuss the benefits of people having different beliefs and values.	1. discuss two benefits of people having different beliefs and values (i.e., greater diversification, more choices available, more interesting, etc.).
		2. discuss the problems that can be associated with people having different beliefs and values.	2. discuss two problems that can be associated with people having different beliefs and values (i.e., more difficulty in communication, more difficult choices, more conflicts, etc.).
		3. explain how the diversity of others' beliefs and values affect them personally.	3. include in their explanation how the diversity of others' beliefs and values has affected their: • feelings • ability to communicate • choice of associates.
			* demonstrate observable behaviors (i.e., interact acceptably with those persons having different values and beliefs, begin to search out how they believe about different subjects instead of being continually swayed by others, demonstrate recognition responses or indicate upon request how persons with differing beliefs have affected their lives, etc.).

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will analyze the importance of the concepts of generating alternatives and assessing the consequences and risks of each before making a decision.	Students are able to: 1. analyze what might happen if a decision needed to be made and alternatives were not generated and the consequences not assessed beforehand.	Students are able to: 1. include in their analysis: • an example of a decision to be made • a description of what might happen if they acted on the first alternative rather than generating several alternatives • a description of what might happen if consequences of the alternatives were not assessed beforehand.
		2. evaluate the benefits of generating alternatives and assessing the consequences of each before making a decision.	2. include in their evaluation such examples as: • encourages a closer look at all aspects of the decision • allows for the best possible choice to be made • allows for a broader view of the consequences • allows for better assessment of the risk involved • allows for a broader view of exactly who the alternatives would affect.

EIGHTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	3. describe the benefits of distinguishing between alternatives that involve varying degrees of risks.	3. a) review the meaning of risk: taking a chance that things will not work out like they want them to; exposing to harm or loss b) discuss those factors that tend to influence a person's perception of the degree of risk: • the greater the number of alternatives then the more complete range of the view of risk involvement • the amount of risk connected to an alternative is dependent on who perceives that alternative (what is risky to one person may not be to another) • examples of factors that influence a person's perception of the degree of risk include past experiences, related experiences of self or others, increase in learning experiences, maturity and growth, etc. c) describe two benefits of assessing the risk involved for each alternative before making a decision (i.e., person deciding is more confident, more accepting of the actual risk involved, prepared to undertake only the amount of risk that can be handled, etc.). * demonstrate observable behaviors (i.e., exhibits a beginning willingness to consider risks and increase alternatives when making a decision, etc.).

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will consider the consequences and risks involved for various alternatives to a specific decision.	Students are able to: 1. generate alternatives for a specific decision.	Students are able to: 1. *a) specify a decision to be made *b) gather information concerning the decision *c) generate two or more alternatives for that decision.
		2. determine the consequences and assess the risks involved for each alternative.	2. a) determine a possible consequence for each alternative generated in #1 b) explain that risk means taking a chance that things will not work out like they want them to; exposing to harm or loss *c) assess the risk involved with each alternative from #1.
		3. contrast the varying degrees of risk associated with the alternatives.	3. *a) contrast the varying degrees of risk associated with each alternative from #1 *b) rank the alternatives from #1 according to the degree of risk (greatest amount of risk first...least amount of risk last).

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VII Achievement Motivation **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 2	Students will examine the process and sequence of task accomplishment.	Students are able to: 1. examine the analysis and planning aspects of task accomplishment.	Students are able to: 1. a) describe the steps involved in task analysis: • determination of task purpose • breaking the total task into smaller task-parts • determining if the task-parts have to be done individually and/or need the support of others • decide the order in which the task-parts should be accomplished. b) describe the planning aspects involved in task analysis: • planning what materials may be needed • planning when the task-parts will be accomplished • planning who will help them in task accomplishment (if help is needed) • planning where task accomplishment will take place • planning suitable means of evaluating task progress.
		2. examine the "doing" portion of task accomplishment.	2. discuss how each of the following are important to the "doing" portion of task accomplishment: • adequate preparation • attitude of the person doing the task • regular and appropriate evaluation of progress • ability to change and make any necessary corrections.

EIGHTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	3. examine the aspects of evaluating the achievement of a task.	3. examine the following methods of evaluating total task achievement: • determination if the task purpose has been achieved • extrinsic evaluation (i.e., verbal, nonverbal, and written reactions from others) • intrinsic evaluation (inner satisfaction and pride).
	4. summarize the basic steps of task accomplishment and discuss the importance of the sequence of those steps.	4. a) summarize the nine basic steps of task accomplishment: • determination of task purpose • break task into smaller task-parts • determining who needs to accomplish the task-parts • deciding the order of the task-parts • planning (who, when, where, what) • carry out task-parts • evaluate progress • making necessary corrections • evaluate task achievement. b) include in their discussion two reasons why it is important to keep the steps of task accomplishment in proper sequence (i.e., efficient use of their time, availability of more complete information about the task and their performance, allows for their best effort in task accomplishment, etc.).
		* demonstrate observable behaviors (i.e., demonstrate a willingness to learn about and to begin to apply the process of task accomplishment in their lives, demonstrate recognition responses or indicate upon request how they have used the process of task accomplishment in the past, etc.).

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will evaluate their limitations in helping others and themselves.	Students are able to: 1. provide examples of times when they can help themselves and others.	Students are able to: 1. a) provide one example of a time when they helped themselves (i.e., cleaned and bandaged a cut, found information explaining how to do a math problem, etc.) b) provide one example of a time when they helped others (i.e., helped a lost student, showed a friend how to do the homework assignment, carried groceries in for parent, etc.).
		2. provide examples of times when they cannot help themselves and others.	2. a) provide two examples when they cannot help themselves (i.e., when emotionally out of control, when physically out of control, when all alternatives or information has been exhausted, etc.). b) provide two examples when they cannot help others (i.e., when the problem or reaction to the problem is beyond their knowledge or capabilities: teaching a complicated school subject they have never had, dealing with drug or alcohol abuse problems, dealing with a major medical problem, etc.).
		3. discuss their limitations in helping others and themselves and why it is important to know those limitations.	3. a) discuss two limitations they may have in helping others and themselves (i.e., lack of necessary knowledge, lack of necessary physical strength, lack of necessary emotional maturity, lack of adequate perspective, etc.). b) discuss that it is important to know their limitations in helping because inadequate or adverse help could be dangerous to their (or others') physical and/or mental health.
			* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request how they are limited in helping others and themselves and why they should not try to go beyond their limitations, etc.).

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VIII Problem Solving **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 2	Students will predict how they may have to change to fit into a career in the future.	Students will be able to: 1. identify possible future careers they would enjoy having.	Students will be able to: 1. identify two possible careers they would enjoy.
		2. predict their expectations and what might be expected from them concerning these careers.	2. using the examples in #1, include in their predictions: • how they would have to prepare for those careers • what stereotypes (if any) they may have to contend with in these careers • what activities they would be expected to perform in those careers • what satisfactions or rewards they would expect from those careers (i.e., salary, medical benefits, sense of contributions, etc.).
		3. predict the work environments they would need to understand and use with these careers.	3. using the examples from #1, include in their predictions: • what equipment they will need to understand and use in those careers • what type of environment they might work in with those careers • what types of worker relationships they may experience in those careers.
			* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request how they may have to change to fit into a career in the future, exhibit a growing attitude that accepts change in their lives, etc.).

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role: Individual Goal: A Obj: 2	Students will indicate the effects their leisure time activities have on their physical and mental health.	Students are able to:	Students are able to:
		1. describe their present leisure time activities.	1. a) define leisure activities: those things they like to do that are not associated with work. b) describe two of their leisure activities.
		2. specify the effects their present leisure time activities have on their physical and mental health.	2. a) specify two effects their leisure activities have on physical health (i.e., good exercise, good for coordination, creates an appetite, etc.). b) specify two effects their leisure activities have on mental health (i.e., relaxation, self-satisfaction, helps others, etc.).
		3. predict how their leisure time activities might change in the future as their physical health and mental health change.	3. predict two changes that may take place in their physical health and one change in their mental health as they get older; relate these to changes in their leisure activities.
			* demonstrate observable behaviors (i.e., indications of an increasing willingness to participate in leisure activities at home, school, or community which support satisfactory physical and mental health, etc.).

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will define their unique values, interests, and capabilities.	Students are able to: 1. provide examples of their unique values, interests, and capabilities.	Students are able to: 1. a) define unique as individually different, one of a kind b) review the meanings of: value--something that is very important to a person interest--a feeling of wanting to know, see, do, own, or share in capability--a talent, the power to do something well c) provide one example each of their unique values, interests, and capabilities.
		2. analyze the factors that caused their values, interests, and capabilities to be unique--a combination that is theirs alone.	2. include in their analysis examples of such factors as: • heredity • the influence of their environment • the encouragement and influence of others • availability of time to invest in their interests and capabilities • degree of self-satisfaction
		3. assess why these unique values, interests, and capabilities are important to them.	3. include in their assessment examples of such reasons as: • the effect of their unique values, interests, and capabilities upon others (i.e., creates happiness and cooperation, encourages others, etc.). • the effect of their unique values, interests, and capabilities upon themselves (i.e., positive feelings of pride, creativity, satisfaction, usefulness, etc.). * demonstrate observable behaviors (i.e., indications that they are beginning to look on their uniqueness as an asset rather than a liability, etc.).

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: C **Obj**: 2	Students will evaluate how responsibility helps them manage their lives.	Students are able to: 1. describe what it means to manage one's life.	Students are able to: 1. a) describe what constitutes managing one's life: directing or guiding one's own life; making all sorts of decisions affecting aspects of one's life. b) provide three examples (one each) of how they manage their own lives intellectually, emotionally, and physically. c) describe two major aspects that influence how they decide to manage their lives (i.e., parental influence, peer pressure, uncontrollable circumstances such as illness or unemployment, etc.).
		2. explain the effect their responsibilities have on the management of their lives.	2. a) choose two of their responsibilities. b) explain how those responsibilities affect management of their lives.
		3. evaluate how responsibility helps the management of their lives.	3. evaluate the benefits of responsibility upon life management (i.e., encourages feelings of self-worth, some responsibilities encourage physical health, encourages growth in different areas, etc.). * demonstrate observable behaviors (i.e., accept and attempt to carry out the responsibilities they have concerning their school life, increasing ability to successfully manage themselves at school, etc.).

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will communicate appreciation when others successfully complete a difficult task.	Students are able to:	Students are able to:
		1. provide examples of ways of showing respect and appreciation.	1. provide two examples of ways of showing respect and appreciation (i.e., smiling, saying thank you, compliments, gifts, etc.).
		2. explain their criteria for determining if a task has been successfully completed.	2. include two examples in their explanation of their criteria for successful task accomplishment (i.e., quality work, purpose is accomplished, tries their best, etc.).
		3. recognize reasons why appreciation is sometimes not shown for successful task-completion.	3. describe three reasons why appreciation is sometimes not shown (i.e., person or task is viewed as low social status, task is unappealing, purpose is seen as insignificant, desire to feel superior to that person, etc.).
		4. provide examples of ways that show appreciation when others successfully complete a difficult task, whether that task is appealing or difficult to them or not.	4. a) provide one example of a way they show appreciation to a younger child who successfully completed a task they could easily do. b) provide two examples of ways they show appreciation to peers or older persons. c) provide one example of a way they show appreciation to someone for successfully completing a task that is unappealing to them.
			* demonstrate observable behaviors (i.e., demonstrate a growing ability in the school setting to show appreciation to others when those persons have completed a difficult task, etc.).

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations **Role**: Individual **Goal**: B **Obj**: 2	Students will describe how the concept of family constellations might apply to them.	Students are able to: 1. describe the concept of family constellations.	Students are able to: 1. a) describe three of the basic assumptions and generalizations underlying the concept of family constellation. b) describe two possible personality and character traits for each of the following: • the only child • the first child • the second child • the youngest child • the middle child c) describe a possible situation when the second or middle child might take on the "characteristics" of a first child.
		2. describe their own positions; how they relate to others in the family and whether or not their experiences are consistent with the family constellations theory.	2. a) describe their position in their own family. b) describe how they see themselves relating to other members of their family. c) compare their experiences to the description of their position in the family constellation approach; explain how they are similar or different; indicate reasons why they feel they are similar or different.

NINTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	3. discuss how understanding the concept of family constellations may help in getting along with other family members.	3. a) discuss one way that understanding the concept of family constellations may help them to get along with their parents or other adults in the immediate family (i.e., it helps to understand how their parents grew up the way they did as only, first, second, or ... children in their families, it helps to know that they have been really seeking security and a feeling of belonging from their parents, etc.). b) discuss one way that understanding the concept of family constellation may help them to get along with their siblings (if any) in the immediate family (i.e., helps them to understand why siblings act the way they do, helps them to understand why they act the way they do, helps them to know the importance of communicating acceptance and appreciation, etc.). * Reference for concept clarification: Techniques for Behavior Change by A. Nickely and "The Characteristics of the Family Constellation" by Mrs. F. Pepper. * demonstrate observable behaviors (i.e., ability to show recognition responses or indicate upon request how the family constellations concept does or does not apply to them, etc.).

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: C **Obj**: 2	Students will evaluate the importance and effects of group friendships.	Students are able to: 1. describe what group friendship means.	Students are able to: 1. a) define group friendship as a group of people who primarily interact as friends within the limits of that group. b) describe two examples of group friendships (i.e., clubs with strong ties such as sports teams, band, neighborhood gangs, ...; cliques at school or in the community; etc.).
		2. explain why group friendships can be important.	2. include two reasons in their explanation (i.e., encourages feelings of belongings, exposes members to others' diversity, encourages a closer bond of friendship, etc.).
		3. discuss some effects of group friendships.	3. include in their discussion four effects (some positive and some negative) of group friendships: • excludes people • rejects people who do not conform • sometimes controls individuals' likes, dislikes and values at the expense of creativity or individualism • encourages the groups' acceptable behavior (may be either acceptable or unacceptable according to society) • encourages feelings of acceptance and close friendships • sometimes exposes persons to a diversity among group members.
			* demonstrate observable behaviors (i.e., encourage open group friendships rather than exclusive or closed group friendships, etc.).

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: D **Obj**: 2	Students will describe ways they can act to provoke a desired behavior in another person.	Students are able to: 1. review how their behaviors affect others' emotions, decisions, and conduct.	Students are able to: 1. a) describe an example of how their behavior affects another person's feelings. b) describe an example of how their behavior affects another person's decisions. c) describe an example of how their behavior affects another person's behavior.
		2. describe ways they have tried to elicit a particular response from another person.	2. describe two situations where they have tried to elicit a particular response from another person (i.e., manners to get others to respond favorably, crying so parents would feel sorry for them, talk a friend into seeing a counselor to solve a problem, being silent to provoke a verbal response, etc.).
		3. explain some of the positive and negative aspects of provoking a desired behavior in another person.	3. include the following in their explanation • sometimes provoking a response can be used to help others do something that is difficult for them but would really benefit them. • sometimes provoking a response can be used to manipulate others to get one's own way.
			* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request how they deliberately - or undeliberately - provoke a desired behavior in another person; exhibit a growing understanding of why they might want to provoke a desired response, etc.).

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: A **Obj**: 2	Students will analyze situations when a written expression of opinions and beliefs is an effective means of influencing others.	Students are able to: 1. identify possible situations and recipients of a written expression of an opinion or belief.	Students are able to: 1. a) identify two situations when a written expression of opinions or beliefs would be appropriate (i.e., resolving a problem with a friend many miles away, showing concern about a public issue, bringing attention to an environmental hazzard, etc.). b) identify two persons who could be possible recipients of written expressions of opinions or beliefs (i.e., friend, newspaper reporter, congressman or woman, television reporters, etc.).
		2. describe some advantages of writing over other methods of influencing others.	2. describe two possible advantages of writing as a means of influencing others (i.e., letters are usually more planned and thought out than other methods, it is a permanent record, it is harder to ignore than some other means, etc.).
		3. describe possible results of using written expression as a means of conveying their opinions or beliefs.	3. describe two possible results of using written expression (i.e., author is more likely to get credit, written expression is sometimes taken more seriously, the author is held accountable and responsible for what is written, etc.). * demonstrate observable behaviors (i.e., use writing as a method of influencing others, use writing as a means of conveying their opinions and beliefs, etc.).

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will analyze the four types of assertiveness styles.	Students are able to: 1. review the meanings of assertiveness, aggressiveness, and non-assertiveness.	Students are able to: 1. a) define assertiveness as expressing one's feelings, beliefs, or desires in such a way that enhances self-respect and dignity but does not interfere with others' safety or self-respect; We-focused behavior. b) define aggressiveness as getting needs met or expressing desires, feelings, or beliefs at the expense of someone else's dignity or self-respect; aggressiveness does not always result in the person respecting him/herself; ME-focused behavior. c) define non-assertiveness as bottling up emotions ranging from warmth to anger because of high levels of anxiety, guilt, or deficiencies in social skills; non-assertiveness does not result in respect for oneself; ALL YOU-focused behavior.
		2. analyze emphatic assertion.	2. include the following in their analysis: • emphatic assertion has two parts--conveying recognition of the other person's situation or feelings and expressing their own thoughts and observations • one example of a statement using emphatic assertion.

NINTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	3. analyze confrontive assertion.	3. include the following in their analysis: • confrontive assertion is used when the other person's words contradict his/her deeds • confrontive assertion involves three parts--recalling what the other person said he/she would do, objectively describing what the other person actually did do, expressing what they would like to see happen or what they want • provide one example of confrontive assertion.
	4. analyze language assertion.	4. include the following in their analysis: • language assertion involves four parts--describing their feelings, describing the other person's behavior in the situation, describing how the other person's behavior concretely affects them or their life, and describing what they would like or want. • provide one example of language assertion (i.e., I feel...when...because...I'd prefer...).
	5. analyze escalating assertion.	5. include the following in their analysis: • escalating assertion begins with a minimal assertive statement and effort; however, when the other person fails to respond, they escalate the assertion and become increasingly firm • provide one example of escalating assertion
		* demonstrate observable behaviors (i.e., demonstrat recognition and the growing ability to use the different types of assertiveness styles when safe and appropriate, etc.).

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will analyze how life roles, settings, and events determine preferred life styles.	Students are able to: 1. explain the interrelationship of life roles, settings, and events to life styles.	Students are able to: 1. include in their explanation one example each of: • the influence roles have on life styles • the influence settings have on life style • the influence important events have on life styles.
		2. compare those life roles, settings, and events they have control over with those they do not have control over.	2. a) determine those roles, settings, and events they have control over (i.e., decisions concerning classes, relationships, health, etc.). b) determine those roles, settings, and events they have no control over (i.e., birth, brother/sister role, location of home, etc.). c) compare a and b and discuss that control increases as age and maturity increases.
		3. analyze how life roles, settings, and events determine a preferred life style.	3. a) describe what they would consider a preferred life style. b) include in their analysis those roles, settings, and events they have control over that will lead to their preferred life style.
			* demonstrate observable behaviors (i.e., demonstrate an examination of their life styles, roles, settings, and events; indicate a beginning evaluation of their satisfaction with their life style and its contributing factors, etc.).

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 2	Students will relate their learning and study skills to their work activities.	Students are able to: 1. describe basic learning and study skills and analyze the parts that comprise each one.	Students are able to: 1. a) describe five basic learning and study skills: reading, writing, listening, attentiveness, and the ability to question. b) include in their analysis at least one factor for each study skill: • reading-vocabulary, comprehension, etc. • writing-neatness, concise expression of thoughts, etc. • listening-listening for content, listening to remember, etc. • attentiveness-interest in subject and/or person, respect, etc. • ability to question-speaking skills, appropriate timing, effort to understand subject matter, etc.
		2. analyze how those learning and study skills relate to skills needed in their work activities.	2. include at least three relationships in their analysis (i.e., reading/reading directions for their work; writing/neatness in work; listening/getting along with others; attentiveness/attending until a task is finished; ability to question/understanding all aspects of their work, etc.).
			* demonstrate observable behaviors (i.e., exhibit a growing competence in their ability to utilize basic learning and study skills, demonstrate recognition responses or indicate upon request how their learning and study skills relate to their work activities, etc.).

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: C **Obj**: 2	Students will analyze stereotypes that exist for them and how those stereotypes limit their choices.	Students are able to: 1. provide examples of stereotypes that exist for them. 2. analyze if their existence in those stereotypes can or may change. 3. explain how those stereotypes limit their choices.	Students are able to: 1. provide one example of a stereotype that exists for them. 2. using the example in #1, determine if their characteristic that is being stereotyped can change (i.e., race cannot be changed, overweight can sometimes be changed, etc.). 3. include in their explanation one example each of how this stereotype limited their choices in the past, limits their present choices, and may limit their choices in the future. * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request the stereotypes that exist for them; indicate whether they contribute to stereotypes, etc.).
Content: V Rights & Responsibilities **Role**: Individual **Goal**: A **Obj**: 2	Students will compare and contrast the rights of all family members.	Students are able to: 1. review the rights of all family members.	Students are able to: 1. a) describe five rights of children (i.e., food, shelter, clothing, a place to sleep, physical and medical care, education, emotional support, protection under the law, respect, to be treated equally in worth and dignity, etc.). * Reference for concept clarification: Legal authorization concerning child abuse and neglect--Georgia Code 74-111 (1977), 32-2111 (1945), 32-1009 (1919). b) describe three rights of parents (i.e., to be treated with worth, dignity, and respect; protection under the law; to make decisions in their own homes; buy and sell or rent a home; etc.).

NINTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	2. discuss how the rights of each family member is different from those of other family members.	2. discuss the following differences between family members' rights: • there are more laws which specify a parent's rights and parent's responsibilities because children are not yet physically, mentally, and emotionally mature enough to completely take charge of their own lives • parents have different types of freedom allowed by law because of their older age (i.e., drive a car, buy and sell or rent a home, etc.) • parents' directions and decisions should have more influence than children's directions and decisions (excluding cases of abuse).
	3. discuss how the rights of each family member is similar to the rights of other family members.	3. discuss the following similarities between family members' rights: • both parents and children have the right to be respected • both parents and children have the right to be treated equal in worth and dignity • both parents and children have the right to protection under the law • both parents and children are entitled to having their rights met--only to the extent that they do not infringe on anyone else's rights.
		* demonstrate observable behaviors (i.e., demonstrate interest in learning more about the family, demonstrate recognition responses or indicates upon request that all families are different and that all family members have certain rights, etc.).

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities **Role**: Learner **Goal**: B **Obj**: 2	Students will analyze how their academic and study skills from systems which apply to the learning of different subjects.	Students are able to:	Students are able to:
		1. review their present study skills.	1. identify their five basic study skills: reading and comprehension, writing, listening, attentiveness, the ability to question.
		2. analyze how their personal learning skills and study skills incorporate into a personal study system.	2. a) describe a study system as a specific pattern of skills for learning b) analyze how their personal learning and study skills form a personal study system (i.e., SQR^3 study system = surveying + questioning + reading + writing + reciting).
		3. describe how their study system applies to the learning of different subjects.	3. a) describe their own personal study system b) identify two different subject areas and describe how they use their study system in those areas.
			* demonstrate observable behaviors (i.e., exhibit a continuing development of effective learning and study skills, exhibit development of a personal study system, demonstrate a growing ability to use their study system in learning different subjects, etc.).

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Citizen Goal: C Obj: 2	Students will evaluate the purposes of taxes and how they support the government.	Students are able to:	Students are able to:
		1. provide examples of a variety of taxes citizens are required to pay.	1. provide five examples of taxes (i.e., state income tax, federal income tax, social security tax, sales tax, property tax, taxes on utilities, etc.).
		2. explain how these taxes support the running of government, its agencies and programs and how they benefit from that use of tax monies.	2. a) discuss how their state government spends money: • specify the major spending areas and the percentage of money allotted to each area • pinpoint the areas that directly affect them as students b) discuss how their federal government spends money: • specify the major spending areas and the percentage of money allotted to each area • pinpoint the areas that directly affect them as students.
		3. evaluate whether these tax monies are used effectively or not.	3. a) specify one example of waste and one example of effective use of taxpayers' money b) make a subjective judgment as to whether taxes are usually put to effective use or not; support their decisions with at least two examples.
			* demonstrate observable behaviors (i.e., exhibits a growing interest in the support of government programs and their effectiveness, demonstrating recognition responses or indicate upon request how taxes support different governmental programs, etc.).

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Consumer Goal: D Obj: 2	Students will compare and contrast varying consumer habits in other countries.	Students are able to: 1. describe various consumer habits in other countries.	Students are able to: 1. a) specify two different countries that are not close together (the U.S. is not to be chosen) b) describe the consumer habits of the countries identified in #1a according to the following: • where the consumer shops (i.e., open air markets, tents, building, etc.) • the means by which the consumer knows the price (i.e., bartering, fixed price tag, etc.) • what the consumer pays with (i.e., currency, use of credit, exchange of other goods or services, etc.) • methods of advertising that the consumer is most frequently subjected to (i.e., "by word of mouth," billboards, television, etc.).
		2. discuss how these consumer habits and circumstances are similar or different from their own.	2. a) describe the consumer habits they are familiar with according to the same criteria used in #1b b) using the examples from #1b, discuss how their consumer habits are similar or different from other countries. * demonstrate observable behaviors (i.e., demonstrate a growing appreciation for the consumer opportunities available in the U.S., demonstrate recognition responses or indicate upon request the cultural changes that take place when shopping in another country, etc.).

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities **Role**: Producer **Goal**: E **Obj**: 2	Students will describe their present taking of responsibility and enjoyment of producer rights.	Students are able to: 1. describe ways they presently take responsibility as producers.	Students are able to: 1. a) review two general producer responsibilities b) describe three ways they presently take responsibility as producers (i.e., finish assignments on time, finish a task or job without being continually reminded, try their best, appropriate worker behavior, etc.).
		2. describe how they enjoy producer rights.	2. a) review two general producer rights b) describe two ways they enjoy producer rights (i.e., intrinsic rewards, extrinsic rewards, respect, etc.).
		3. explain the relationship between the taking of responsibility and the enjoyment of producer rights.	3. include in their analysis two examples of how they must take the responsibility to get the benefits of the rights.
			* demonstrate observable behaviors (i.e., exhibit growth in their ability to meet producer responsibilities and to enjoy producer rights, demonstrate recognition responses or indicate upon request the interrelationship between producer rights and responsibilities, etc.).

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will describe and prioritize their values.	Students are able to: 1. describe their values. 2. prioritize (rank) their values. 3. evaluate the ranking of their values.	Students are able to: 1. describe five values. 2. *rank their values, placing the most important first, etc. 3. include in their evaluation an explanation of why one value holds more importance than another (i.e., parental influence, peer influence, deprivation or excess while growing up, self satisfaction, etc.).
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will describe the importance of reviewing the consequences of similar past decisions before making their final choice in the decision-making process.	Students are able to: 1. discuss the importance of reviewing the consequences of similar decisions they have made in the past before making their present final decision.	Students are able to: 1. include in their discussion the importance of the following: • determine the extent of similarity to their present situation • determine the differences involved between the two decisions • determine if the consequences of the past decision were acceptable or unacceptable • determine if the risks involved for the same consequences happening again are acceptable or unacceptable.

NINTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	2. discuss the importance of reviewing the consequences of similar decisions others have made before making their present final decision.	2. include in their discussion the importance of the following: • determine to what extent others' situation, values, etc., are similar to theirs • determine the differences between the two decisions, the persons deciding, etc. • determine if the consequences of others' similar past decisions were acceptable or unacceptable to them • determine if the risks involved for the same consequences happening again are acceptable or unacceptable
	3. describe how reviewing the consequences of similar past decisions is an extension of information gathering	3. review the methods of gathering information: • reading • their own past experiences • listening to others tell about their past experiences and ideas • observations of others dealing with similar problems.
		* demonstrate observable behaviors (i.e., exhibit a willingness to begin examining their and others' past decisions that are similar to decisions they are presently making, etc.).

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: C **Obj**: 2	Students will identify past decisions and analyze how those decisions affect their present decisions and will affect their future decisions.	Students are able to: 1. analyze how past decisions made by their families influence their present decisions and could influence their future decisions.	Students are able to: 1. a) provide three examples of past decisions made by their families (i.e., parental decisions--where to live, goals that are important to strive for, what activities outside the family to take part in; sibling decisions--how to treat younger siblings, the goals that are important to them, etc.). b) using the examples from #1a, include in their analysis such things as the influence past family decisions have had on: • their willingness to model present or future decisions after family decisions concerning goals and activities • their ability to physically act • the circumstances or environment in which their actions take place • actions in response to family treatment.
		2. analyze how past legal decisions influence their present decisions and could influence their future decisions.	2. a) provide two examples of laws or judicial decisions that affect their lives b) using two examples from #2a, include in their evaluation the influence these laws have on: • their ability to decide • the consequences of their decisions • the affects of their decisions on others.

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. analyze how their own past decisions influence their present decisions and will influence their future decisions.	3. a) provide two examples of some long-range decisions they have made (i.e., to attend college or not, what classes to take, what leisure activities to take part in, etc.) b) provide one example of a related decision they are presently facing c) predict two decisions they may have to face in the future (i.e., job choice, where to live, involvement in social activities, etc.) d) using their examples from above, include in their analysis how their decisions: • have limited and/or may limit their present and future choices • have limited and/or may expand their present and future choices. * demonstrate observable behaviors (i.e., exhibit a willingness to consider similar or relating past decisions and their results when having to make a present decision, etc.).
Content: VIII Achievement Motivation **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: A **Obj**: 2	Students will evaluate the importance of setting realistic goals and striving toward them.	Students are able to: 1. analyze what constitutes a realistic goal.	Students are able to: 1. include in their analysis such factors as: • accurate assessment of capabilities • availability of time to pursue that goal • accurate assessment of interest (influences the priority placed on the goal) • availability of a means of evaluation of progress in reaching the goal.

NINTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	2. discuss the consequences when a person consistently sets unrealistic goals and fails to achieve them.	2. include in their discussion examples of such consequences as: • reactions of others (i.e., inability to trust that person, embarrassment, anger, desire to quit helping that person, etc.) • reactions to oneself (i.e., feelings of failure and worthlessness, embarrassment, reluctance to continue trying, etc.).
	3. discuss the consequences when a person consistently sets realistic goals, strives toward them, and accomplishes them.	3. include in their discussion examples of such consequences as: • reactions of others (i.e., trusts them, pride in them, eager to assist them, encouragement, allots more responsibility to them, etc.) • reactions to oneself (i.e., confidence, accepts more responsibility, pride, continues to try when failure does occur, etc.).
		* demonstrates observable behaviors (i.e., exhibits the willingness and attempt to set realistic goals and strive toward them, etc.).

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VII Achievement Motivation **Role**(s): Individual, Learner, Citizen, Consumer, Producer **Goal**: B **Obj**: 2	Students will analyze a specific task they wish to accomplish.	Students are able to: 1. identify a task they wish to accomplish.	Students are able to: 1. *identify and describe a specific task they wish to accomplish (i.e., class project, research paper, build a model, etc.).
		2. analyze a task they wish to accomplish.	2. *a) determine the purpose of their task (i.e., for leisure, to make a good grade in class, to help others, etc.). *b) break their original task into smaller task-parts. *c) determine if the task-parts have to be done by themselves and/or need support from other persons. *d) decide the order in which the task-parts should be accomplished.
		3. plan for a task they wish to accomplish.	3. *a) plan what materials they need for task accomplishment. *b) plan when their task-parts will be accomplished. *c) plan who will help them in task accomplishment (if help is needed). *d) plan where their task accomplishment will take place. *e) plan a suitable means of evaluating their progress. *f) carry out their task based on their analysis and plans.

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content:VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will use communications skills to help others.	Students are able to: 1. provide examples of their present communications skills. 2. provide examples of situations where they have helped others. 3. analyze how their communications skills helped others.	Students are able to: 1. provide five examples of their present communication skills (i.e., reflective listening, I-messages, nonverbal communications, roles in group interaction, attentiveness, timing, etc.). 2. provide two examples of situations where they have helped others. 3. base their analysis upon the situations described in #2 and analyze how their communications skills were used to help others. * demonstrate observable behaviors (i.e., demonstrate a growing ability to use effective communications skills in order to help others in the school setting, etc.).
Content:VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will analyze how their values, interests, and capabilities have changed and are changing.	Students are able to: 1. assess their past values, interests, and capabilities.	Students are able to: 1. assess their values, interests, and capabilities (one each) at • preschool age (i.e., 2, 3, or 4 years of age) • elementary school age (i.e., 7, 8, or 9 years of age) • junior high age.

NINTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	2. compare their past values, interests, and capabilities with their present ones and analyze the changes.	2. a) describe one example each of their present values, interests, capabilities. b) compare their present values, interests, and capabilities with those described in #1. c) include in their analysis examples of how their values, interests, and capabilities have changed • physically • emotionally • intellectually • socially.
	3. explain the factors that have caused their values, interests, and capabilities to change or expand.	3. include in their explanation examples of such factors as • physical maturity or limitations • intellectual maturity • emotional maturity • education • encouragement or influence of others • influence of a significant event • change in the availability of the necessary environment (i.e., snow for skiing, ocean for scuba diving, etc.). * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate your request how they have changed and are changing in different areas of their lives, demonstrate an openness to change, etc.).

TENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding *Role*: Individual *Goal*: A *Obj*: 3	Students will specify symptoms and warning signs of too much stress and tension.	Students are able to:	Students are able to:
		1. review the definition of stress and tension and provide two examples of stressful situations.	1. a) define in their own words what stress and tension mean (as pertaining to emotional stress and tension): feeling "up-tight," strain, nervousness, etc. b) indicate two personal stressful situations.
		2. provide examples of physical symptoms and warning signs of too much stress and tension.	2. provide three examples of physical symptoms and warning signs of too much stress and tension (i.e., headache, digestive problems, nailbiting, overeating, psychosomatic illnesses, etc.).
		3. provide examples of emotional symptoms and the resulting behaviors of too much stress and tension	3. provide three examples of emotional symptoms and some resulting behaviors of too much stress and tension (i.e., depression, negativism, moodiness, anxiety expressing itself in such things as overeating, nailbiting, sleeplessness, etc.).
			* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request those physical or emotional symptoms and warning signs they exhibit when under too much stress and tension, etc.).

609

TENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: B *Obj*: 2	Students will analyze how characteristics and abilities develop.	Students are able to:	Students are able to:
		1. explain the influence that genetic factors and environmental factors can have on characteristics and abilities	1. a) explain the role heredity can play in determining characteristics and abilities. The explanation should include an example of Mendel's law of genetics b) explain the role environment can play in influencing characteristics and abilities. The explanation should include home environment and one setting outside the home.
		2. provide examples of genetic and environmental factors that influenced the development of their own characteristics and abilities.	2. provide five examples (two genetic and three environmental) of factors that influenced their own characteristics and abilities.
			* demonstrate observable behaviors (i.e., greater acceptance of their unique characteristics and abilities, etc.).
Content: I Self Understanding *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: C *Obj*: 3	Students will show how they manage their environment.	Students are able to:	Students are able to:
		1. describe their environment accurately.	1. a) review what constitutes an environment: their surroundings; where they live, work, and play. b) accurately describe three aspects of their environment: home, school, town.
		2. evaluate why it is important to be able to manage one's environment.	2. a) describe what it means to manage one's environment: to know where one needs to go to fulfill one's needs; to be able to get where one wants to go. b) evaluate the importance of environment-management according to benefits for self and for others.

TENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. demonstrate how they effectively manage their environment.	3. *a) demonstrate effective management of their school environment. b) describe how they effectively manage the other settings in their environment (i.e., home, town, etc.).
Content: II Interpersonal Relations *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: A *Obj*: 2	Students will communicate their understanding of what another person has said.	Students are able to: 1. define reflective listening as a means of communicating understanding of what another person has said 2. analyze the skills involved in reflective listening.	Students are able to: 1. define reflective listening as grasping what another person feels and means and then stating this meaning so that person feels understood and accepted. 2. include in their analysis three examples of the skills involved in reflective listening: ·nonverbal encouragement (i.e., eye contact open posture, etc.) ·verbal encouragement (i.e., tone of voice verbalized acceptance, etc.). 3. a) practice using reflective listening in the classroom b) provide two examples of situations when they have used reflective listening. * Reference for concept clarification: *S.T.E.P. Parents' Handbook* by D. Dinkmeyer and G. McKay. * demonstrate observable behaviors (i.e., demonstrate a growing ability to use reflective listening in their relationships at school, etc.).

TENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations *Role*: Individual *Goal*: B *Obj*: 2	Students will describe families that are different from their own and predict how they might feel in that set of relationships.	Students are able to: 1. compare their family to other families.	Students are able to: 1. a) choose one example of family-life in the past and compare their family to that set of relationships and circumstances (i.e., physical make-up of the family, parental expectations, children's expectations, etc.). b) choose one example of family life in a different country and compare their family to that set of relationships and circumstances (i.e., parental expectations, children's expectations, closeness of relationships, etc.). c) choose one example of an American family that has a different physical make-up than their family (i.e., one-parent family, family with many children, family with one child, foster children in the family, adopted children in the family, etc.) and compare their family to that set of relationships and circumstances.
		2. predict how they might feel if changes were to occur in their family and new relationships had to be formed.	2. using the examples and comparisons from #1b and #1c, include the following in their predictions: ·possible feelings while change was taking place ·possible feelings while new relationships were being formed ·possible problems that might occur ·possible benefits of such a change
			* demonstrate observable behaviors (i.e., demonstrate more sensitivity and understanding of students who come from families different from their own, indications of an appreciation of what they like about their own family, etc.).

TENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: C *Obj*: 2	Student will analyze the differences and similarities between cooperation and competition.	Students are able to: 1. review the definitions of cooperation and competition.	Students are able to: 1. a) review the meaning of cooperation (i.e., working together toward a common goal). b) review the meaning of competition (i.e., contending with others for profit, prize, or position; a contest). c) describe two situations when they have cooperated and two situations when they have been competitive.
		2. analyze the differences between cooperation and competition.	2. include the following points in their analysis: ·the emphasis of competitiveness if different from the emphasis of cooperativeness (i.e., competitiveness tends to draw people apart, while cooperativeness tends to bring people closer) ·competition generally involves "winners and losers," while cooperation does not use that type of terminology.
		3. analyze the similarities between cooperation competition.	3. include the following points in their analysis of the similarities: ·competition and cooperation are both ways of getting things accomplished ·both competition and cooperation can be helpful ·both competition and cooperation can have negative effects.
	617		* demonstrate observable behaviors (i.e., exhibit recognition responses or indicate upon request the differences and similarities between cooperation and competition, show the ability to distinguish the appropriate times to use cooperation and competition, demonstrate a caring attitude during competitive situations, etc.).

TENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: D *Obj*: 2	Students will explore ways that the environment shapes or controls their behavior and how they respond to those in the environment who are shaping their behaviors.	Students are able to: 1. describe controlling and influential forces in their own environment.	Students are able to: 1. describe three controlling or influential forces in their own environment (i.e., laws, parents, teachers, peer-pressure, etc.).
		2. explore ways that they have been and are being controlled or shaped.	2. describe two ways they have been or are being controlled or shaped (i.e., they have been influenced by parents' values since infancy, law requires them to attend school, teachers shape their behavior and attitude in the classroom, peer pressure controls their choices in order to gain acceptance, etc.).
		3. describe their feelings and responses toward those who are shaping their behavior.	3. a) using the examples from #2, describe their feelings toward those persons or things shaping their behavior (i.e., resentment frustration, security, confidence, etc.). b) using the examples from #2, describe how they responded in those situations and indicate if they feel their responses were effective.
			* demonstrate observable behaviors (i.e., exhibit a growing understanding of why there are shaping or controlling influences in the environment, demonstrate appropriate responses to those persons responsible for shaping their behaviors, etc.).

TENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas *Role*(s): Individuals, Learners, Citizen, Consumer, Producer *Goal*: A *Obj*: 2	Students will analyze how to use skills of expression in a variety of settings.	Students are able to: 1. identify various ways they express themselves.	Students are able to: 1. a) describe how they express their opinions or beliefs verbally. b) describe how they express their opinions or beliefs nonverbally. c) describe how they express their opinions or beliefs in writing.
		2. identify a variety of settings they are familiar with and analyze the expression skills that are appropriate for different settings.	2. a) identify four different settings they are familiar with (i.e., classroom at school, home, store, party at a friend's home, restaurant, park, etc.). b) include in their analysis the following: ·one example each of an expression skill that would be appropriate for the setting identified in #2a ·one example each of an expression skill that would not be appropriate for the settings identified in #2a ·explanation why one expression skill might be more appropriate than another. * demonstrate observable behaviors (i.e., use appropriate expression skills in the different school settings, etc.).

TENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: B *Obj*: 2	Students will assess the needs they have in asserting themselves.	Students are able to: 1. identify situations in their lives where assertive behavior is needed.	Students are able to: 1. a) identify one situation in their lives where assertive behavior is needed. b) describe some benefits of using assertive behavior in that situation (i.e., increased self-respect and dignity, desires or needs would be met, etc.).
		2. describe some emotional block they experience in asserting themselves.	2. describe at least one emotional block they experience in asserting themselves (i.e., fear of failure, fear of rejection, anxiety over being the center of attention, desires to have everyone like them, etc.).
		3. identify possible strategies for overcoming their emotional blocks.	3. identify two possible strategies for overcoming their emotional blocks (i.e., relaxation techniques, self-talk to refute irrational statements, choosing an appropriate assertiveness style and preparing beforehand the kinds of things they would like to say, guided imagery concerning responses to possible consequences of assertiveness, etc.).
			* demonstrate observable behaviors (i.e., demonstrate the ability to determine when assertive behavior would be acceptable, exhibit a growing ability in overcoming their emotional blocks concerning assertive behavior, etc.).

TENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: A *Obj*: 2	Students will compare how life styles differ depending on life roles, settings, and events.	Students are able to: 1. explain how life styles differ depending on what life roles, settings, and events persons have control over.	Students are able to: 1. include in their explanation: ·one example each of roles, settings, and events persons have control over ·how life styles can differ depending on the choice made concerning roles, settings, and events.
		2. explain how life styles differ depending on the life roles, settings, and events which persons have no control over.	2. include in their explanation: ·one example each of roles, settings, and events that happen which persons have no control over ·how life styles can differ depending on the roles, settings, and events that happen to them ·how life styles can differ depending on the attitudes persons approach those roles, settings, and events they have no control over.
		3. compare how life styles differ depending on life roles, settings, and events (both those of choice and those they have no control over).	3. compare two opposite life styles on the basis of roles, settings, and events persons have control over; roles, settings, and events persons have no control over; and attitudes toward their roles, settings, and events.
			* demonstrate observable behaviors (i.e. demonstrate indications of an increased evaluation of their life style; beginning attempts at changes, when possible, so life roles, settings, and events will be compatible with a preferred life style, etc.).

TENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: B *Obj*: 2	Students will predict how they will use knowledge from school in future life and work experiences.	Students are able to:	Students are able to:
		1. provide examples of experience they might encounter in the future as a family member, citizen, and a consumer.	1. a) provide one example of an experience they may encounter in the future as a family member (i.e., becoming a spouse, parent, etc.). b) provide one example of an experience they may encounter in the future as a citizen (i.e., voter, politician, etc.). c) provide one example of an experience they may encounter in the future as a consumer (i.e., buying for a family, buyer for a company, etc.).
		2. provide examples of work experiences they might encounter in the future.	2. provide one example of a work experience they may encounter in the future.
		3. predict how they might use knowledge from school in their examples of future life and work experiences.	3. a) correlate two specific classroom subjects to the four examples given in #1 and #2. ·family member-math/cooking; reading/directions, etc. ·citizen-reading/voting; speech/speaking to groups, etc. ·consumer-math/counting change; reading/comparison buying; etc. ·work experience-math, reading/farmer; reading, psychology/teacher; writing, reading/author; etc. b) identify two extracurricular school activities that influence one or more of their roles (i.e., participation in team sports, school organizations, dances and social activities, etc.).
			* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon

TENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)		request how knowledge from school might be useful in future life and work experiences; show through attitude and actions that school experiences are generally valued, etc.).
Content: IV Gathering & Processing Information *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: C *Obj*: 2	Students will analyze stereotypes held by others and how those stereotypes can limit choices.	Students are able to: 1. provide examples of stereotypes held by others. 2. explain how those stereotypes limit the choices of the person believing the stereotype. 3. explain how those stereotypes limit the choices of the person being stereotyped.	Students are able to: 1. a) provide two examples of stereotypes held by others b) provide one example of a stereotype that is changing or that they feel needs to change. 2. explain two ways persons believing the stereotypes are limited (i.e., limits their personal resources, limits new areas of knowledge in their lives, etc.). 3. explain two ways stereotypes limit the choices of the persons being stereotyped (i.e., limits job opportunities, limits enrichment of new friends or activities, etc.). * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request an explanation of how stereotypes limit choices, etc.).
Content: V Rights & Responsibilities *Role*: Individual *Goal*: A *Obj*: 2	Students will describe the interrelationship between family rights and family responsibilities.	Students are able to: 1. provide examples of family rights and responsibilities.	Students are able to: 1. a) provide two examples of children's family rights b) provide two examples of children's family responsibilities c) provide two examples of parent rights d) provide two examples of parent responsibilities e) indicate that different families place different emphasis on rights and responsibilities.

TENTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	2. explain the relationship that exists between family rights and family responsibilities.	2. include the following in their explanation: ·the family rights of children are directly related to the family responsibilities of parents ·as children mature they will be given more responsibilities in contributing toward a satisfactory family life ·as children demonstrate their ability to accept and carry out responsibilities, they will be granted more privileges within the family ·parents and children who refuse to carry out their responsibilities may have to give up some of their rights or privileges.
	3. describe specific family rights that correlate with specific family responsibilities.	3. describe three specific family rights that correlate with specific family responsibilities (i.e., parents' rights to respect/children's responsibility to show respect; children's right to food/parents' responsibility to provide food; children't right to an education/parents' responsibility to see that child attends school and child's responsibility to attend school and to be attentive; children's right to physical care/parents' responsibility to encourage growth, provide adequate medical treatment, and not to abuse their child; etc.).
		* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request the interrelationship between family rights and responsibilities, etc.).

TENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities *Role*: Learner *Goal*: B *Obj*: 3	Students will evaluate personal academic and study skills and explain how they can be improved.	Students are able to: 1. discuss the consequences of having no consistent, effective study system. 2. evaluate the effectiveness of their personal academic and study skills (incorporated into a study system) and identify those skills or parts of their system that need improvement. 3. describe how they plan to improve their personal academic skills and study skills and their study systems	Students are able to: 1. discuss two consequences of having no study system (i.e., incomplete knowledge, harder to remember, harder to generate interest, etc.). 2. include the following in their evaluation: ·specify what their study system is ·pinpoint the actual skills that are used in that system ·determine what works well in the system ·determine what does not work well in their system and why it does not work 3. a) create a specific and realistic plan for improving their skills or study system b) report on their progress in improving their personal skills or study system. * demonstrate observable behaviors (i.e., exhibit growth in their development of effective academic and study skills, show how a desire and effort to improve those effective academic and study skills, etc.).
Content: V Rights & Responsibilities *Role* Citizen *Goal*: C *Obj*: 2	Students will describe their rights and responsibilities as world citizens.	Students are able to: 1. describe the purpose of the United Nations and the role it plays concerning the rights and responsibilities of world citizens.	Students are able to: 1. a) define a world citizen as any person living in our world b) become familiar with the United Nations Charter and describe its purpose c) describe the activities of the United Nations concerning the rights and responsibilities of world citizens (i.e., UNICEF, peace keeping commissions, etc.).

TENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. describe some of their rights as world citizens.	2. a) describe three of their rights as world citizens found in articles 3 through 27 in the United Nations Charter: right to life, liberty and security of person; freedom from slavery and servitude, and so on to article 27) b) describe how they exercise the rights described in #2a.
		3. describe some of their responsibilities as world citizens.	3. a) describe two of their responsibilities as world citizens (i.e., awareness and respect for other cultures, support for others' rights, uphold the responsibilities/laws required in the country they are visiting, etc.) b) describe how they have or will meet the responsibilities described in #3a. * demonstrate observable behaviors (i.e., exhibit a growing interest in the world around them and the influence that different nations have on each other, demonstrate recognition responses or indicate upon request how individuals can affect their world, etc.).
Content: V Rights & Responsibilities *Role*: Consumer *Goal*: D *Obj*: 2	Students will describe the legal rights and responsibilities of consumers.	Students are able to: 1. identify consumer aids such as guarantees, warrantees, and consumer resources (literature, organizations, etc.).	Students are able to: 1. a) identify three consumer aids (i.e., warrantees, literature, consumer organizations, etc.) b) discuss how the examples in #1 are aids c) identify where the examples in #1 can be found.
		2. discuss the legal rights and responsibilities of the consumer.	2. include in their discussion: ·three aspects of the laws covering the rights and responsibilities of consumers

TENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)		•an explanation of how laws protecting consumer rights are interdependent on legal aspects demanding consumer responsibility.
		3. describe how they use the legal rights and carry out the legal responsibilities of consumers.	3. a) identify a situation where they have used a legal right and responded to a legal responsibility b) analyze the situation, its outcome, and its effect on their roles as consumers. * demonstrate observable behaviors (i.e., exhibit a willingness to understand their legal consumer rights and meet their consumer responsibilities, demonstrate recognition responses or indicate upon request the various consumer aids available to them, etc.).
Content: V Rights & Responsibilities *Role*: Producer *Goal*: E *Obj*: 2	Students will describe the legal rights and responsibilities of producers.	Students are able to: 1. describe the legal rights of producers.	Students are able to: 1. a) describe two legal rights of the producer-employee (i.e., minimum wage, right to strike, right to safe working conditions, etc.) b) describe two legal rights of the producer-employer (i.e., hiring policy, determination or job standards, expectations of employees meeting the contract agreement, etc.).
		2. describe the legal responsibilities of producers.	2. a) describe two legal responsibilities of the producer-employee (i.e., meet contract agreement, do a satisfactory job, responsible behavior and attendance, etc.)

TENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)		b) describe two legal responsibilities of the producer-employer (i.e., meet contract concerning wages and benefits, provision of safe working conditions, non-discriminatory hiring policy in regard to race, sex, creed, age, etc.).
Content: VI Valuing & Decision-Making *Role*: Individual, Learner, Citizen, Consumer, Producer *Goal*: A *Obj*: 2	Students will predict how their values will influence their life styles.	Students are able to:	Students are able to:
		1. analyze how values affect life styles	1. a) review the meaning of life style: the distinctive way in which someone lives b) review the meaning of a value: something that is very important to a person c) include in their analysis: ·life styles are directed around desired goals ·desired goals are determined by what is valued ·one example of how values and life styles are directly related.
		2. provide examples of their values.	2. provide two examples of actions or things they value.
		3. predict the effect their values will have on their future life styles.	3. include in their prediction: ·a description of a possible future lifestyle ·at least one example of possible effects of each value described in #2 on that future life style.
			* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request how their values have influenced their present life style; exhibit satisfaction with the compatibility of their values with their life style, etc.).

TENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making *Roles*: Individual, Learner, Citizen, Consumer, Producer *Goal*: B *Obj*: 2	Students will analyze the decision-making process used by others.	Students are able to: 1. explain how others appear to make their decisions. 2. evaluate their methods of decision-making 3. contrast others' decision-making processes with the basic decision-making model.	Students are able to: 1. explain two examples of how others appear to make their decisions (i.e., forethought/no forethought, consideration for others/no consideration, etc.). 2. evaluate the methods described in #1 as to: ·effectiveness of decisions ·consistent pattern in making decisions ·satisfaction with their decisions. 3. using the examples from #1, include in their comparison whether or not they: ·identify the problem or goal ·gather information ·determine values and opinions ·generate and review alternatives ·review possible consequences and risks ·choose an alternative (make the decision). * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request what type of decision-making processes others use, etc.).
Content: VI Valuing & Decision-Making *Roles*: Individuals, Learners, Citizen, Consumer Producer	Students will analyze the consequences of decisions that others make.	Students are able to 1. specify a decision that someone else has made. 2. analyze the consequences of that decision for the decision-maker.	Students are able to: 1. specify and describe a major decision that someone has made. 2. include in their analysis examples of: ·the external consequences for the decision-maker (i.e., direct change or event, praise, tangible rewards, etc.) ·the internal consequences for the decision-maker (i.e., feelings of pride/feelings of inferiority; increased willingness to risk/withdrawal, etc.).

TENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Goal: C *Obj*: 2	(continued)	3. analyze the consequences of that decision for themselves or any others involved with the decision-maker.	3. include in their analysis examples of: ·the external consequences for themselves or others (i.e., direct change or event, involvement with the decision-maker, etc.). ·the internal consequences for themselves or others (i.e., respect for the decision-maker/anger towards the decision-maker; increased knowledge concerning right or wrong choices to make in similar circumstances, etc.). * demonstrate observable behaviors (i.e., demonstrate a willingness to consider the consequences of similar decisions that others made before a present decision, etc.).
Content: VII Achievement Motivation *Roles*: Individual, Learner, Citizen, Consumer, Producer	Students will analyze how planning the use of their time contributes toward their effectiveness in their life roles.	Students are able to 1. explain the benefits of planning the use of their time.	Students are able to: 1. include in their explanation the following points: ·more efficient use of their time ·less stress when they know time has been planned to accomplish a task ·tendency toward relaxed and confident attitude when time has been allotted for adequate preparation, gathering of material, etc.
Goal: A *Obj*: 2		2. analyze how planning contributes toward effectiveness in their life roles.	2. include in their analysis one example of each of the following: ·planning contributes toward effectiveness as a family member (i.e., more time to give attention to other family members, adequate time for chores, etc.) ·planning contributes toward effectiveness in their leisure role (i.e., adequate time

TENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. (continued)	allowed for relaxation, time allotted to learn a new hobby, etc.) ·planning contributes toward effectiveness as a learner (i.e., adequate time allotted studying, preparing for a test rather than cramming, etc.) ·planning contributes toward effectiveness as a citizen (i.e., allowing time to learn about candidates and issues, planning to take part in community activities, etc.) ·planning contributes toward effectiveness as a consumer (i.e., planning one shopping trip to take the place of several small trips, planning what to buy at the store, etc.) ·planning contributes toward effectiveness as a producer (i.e., allotting time to get more work done, planning how to use work hours more efficiently, etc.).
		3. describe how they plan the use of their time.	3. *describe how they plan the use of their time for one week.
Content: VII Achievement Motivation *Roles*: Individual, Learner, Citizen, Consumer, Producer	Student will use a variety of methods to evaluate progress and achievement of a specific task.	Students are able to:	Students are able to:
		1. identify a specific task they have analyzed and planned.	1. *a) identify a specific task they wish to accomplish *b) analyze the purpose and parts of that task. *c) plan how they will carry out that task.
		2. use a variety of methods to evaluate their progress during task accomplishment.	2. *a) use two different methods to evaluate their progress during task accomplishment (e.g., pretest/progress tests, feedback from others, degree of self-satisfaction, etc.) *b) compare the two methods they used and discuss if one was more effective than the others.

TENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Goal: B *Obj*: 2	(continued)	3. use a variety of methods to evaluate their total task achievement.	3. *a) use two different methods of evaluating their total task achievement (i.e., post-test, purpose of task was accomplished, verbal and/or non-verbal reactions from others, amounts of self-satisfaction and pride, etc.) b) explain which method they prefer and why they prefer them (i.e., effectiveness of the evaluation process, ease in using the process, satisfaction with the accuracy of the results, etc.).
Content: VIII Problem-Solving *Roles*: Individual, Learner, Citizen, Consumer, Producer *Goal*: 4 *Obj*: 2	Students will predict methods they may use in caring for medical emergencies.	Students are able to: 1. describe a variety of medical emergencies. 2. provide examples of methods in caring for medical emergencies. 3. demonstrate that they are able to care for a variety of common medical emergencies.	Students are able to: 1. describe four different emergencies (i.e. concussion, heart attack, fall, deep cut, drowning, car accident, etc.). 2. provide three examples of how to give physical care and emotional support during emergencies. 3. *demonstrate in a controlled setting that they can care for two different emergencies.
Content: VIII Problem-Solving *Roles*: Individual, Learner	Students will predict some of the concerns they will have as they get older.	Students are able to: 1. provide examples of some of the concerns of older persons.	Students are able to: 1. a) provide four examples of concerns of older persons (i.e., retirement, medical plans, pensions, job availability, social security, insurance plans, etc.)

TENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Citizen, Consumer, Producer *Goal*: B *Obj*: 2	(continued)	(continued)	b) indicate the general age groups where these concerns occur (i.e., 20-60's are interested in insurance plans for their families' security, 60's are interested in extension of the retirement age, etc.).
		2. explain why these concerns of older persons exist.	2. include in their explanation a description of the needs that accompany the four concerns listed in #1 (i.e., need for independence, need for financial security, need to meet the responsibilities of a family, etc.).
		3. predict and explain some of the concerns they may have as they get older.	3. a) predict two concerns they may have as they get older b) explain why these concerns may exist for them (i.e., change in needs, change in interests or job availability, changes in responsibilities, etc.). * demonstrate observable behaviors (i.e., demonstrate a growing ability to project themselves into the future and imagine the types of concerns they might have then, etc.).

ELEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self-Understanding *Role*(s): Individual *Goal*: A *Obj*: 3	Students will effectively reduce their stress during tension-producing situations.	Students are able to:	Students are able to:
		1. provide examples of tension-producing situations in their lives.	1. provide three examples of tension-producing situations in their lives (i.e., times of anger, unhappiness, fear, etc.).
		2. explain the techniques they use to reduce stress during these tension-producing situations.	2. explain three techniques they use to reduce stress that correlates with the examples in #1 (i.e., various ways of relaxing, thought-out responses, switching to an unrelated activity, etc.).
		3. demonstrate effective stress-reduction during a tension-producing situation.	3. *demonstrate effective stress-reduction during a tense situation in the classroom.
Content: I Self-Understanding *Role*(s): Individual, Learner, Citizen Consumer, Producer *Goal*: B *Obj*: 3	Students will specify which characteristics and abilities they appreciate most in themselves and others.	Students are able to:	Students are able to:
		1. describe the characteristics and abilities they appreciate most in themselves and others.	1. describe two characteristics and abilities they appreciate.
		2. analyze why they appreciate those characteristics and abilities in themselves and others.	2. analyze their appreciation in respect to benefits for others, benefits for themselves, and effects upon feelings.
		3. predict how those characteristics and abilities they appreciate might help them in the future.	3. predict three ways those characteristics and abilities may help them in the future in their life roles.
			* demonstrate observable behaviors (i.e., show appreciation for others' unique characteristics and abilities, demonstrate an acceptance of those characteristics and abilities they cannot change in themselves, attempts to further develop their abilities, etc.).

ELEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self-Understanding *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: C *Obj*: 3	Students will assess how avoiding responsibility hinders their ability to manage themselves and their environment effectively	Students are able to: 1. describe their present responsibilities and those situations when they avoid taking responsibility.	Students are able to: 1. a) describe three of their present responsibilities and indicate the settings where those responsibilities occur b) describe two situations when they have avoided taking responsibility.
		2. explain that controlling their attitudes and thinking processes is a major factor in having some control over themselves, their environment, and other persons in their environment.	2. a) include the following principle in their explanation: if persons wish to change their responses to an action, then they will have to change their beliefs (thinking and feelings) about that action. *Reference for concept clarification: *A Guide to Rational Living* by Ellis and Harper. b) indicate in their explanation how this principle relates to controlling themselves, their environment, and other persons in their environment.
		3. assess those times when avoiding responsibility hinders their management of themselves, their environment, and their relationships with others in their environment.	3. based on the two examples given in #1, assess how avoiding responsibility hinders self-management and environment/relationship management (i.e., avoidance places the control in someone else's hands as they no longer are responsible for themselves).
			* demonstrate observable behaviors (i.e., more acceptance of responsibility at school, increased self-control, increased capability to manage their environment and relationships at school, etc.).

ELEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: A *Obj*: 3	Students will explain that the way they communicate a thought or idea influences others' reactions to that thought or idea.	Students are able to: 1. describe verbal and nonverbal cues that encourage positive reactions to a thought or idea.	Students are able to: 1. a) describe two verbal cues that encourage positive reactions (i.e., enthusiastic voice tone, statement of confidence, statement of positive expectation, etc.) b) describe two nonverbal cues that encourage positive reactions (i.e., smile, gleam in the eyes, eye contact, relaxed and confident posture, etc.).
		2. describe verbal and nonverbal cues that encourage negative reactions to a thought or idea.	2. a) describe two verbal cues that encourage negative reactions (i.e., discouraged voice tone, statement of uncertainty or negative expectations, etc.) b) describe two nonverbal cues that encourage negative reactions (i.e., frown, no eye contact, discourage posture, nervousness, etc.).
		3. provide examples of times when they have encouraged positive and/or negative reactions to thoughts or ideas.	3. provide two examples of times when they have encouraged positive or negative reactions to thoughts or ideas and include in their examples: ·what kind of reaction they desired ·what kind of reaction they received ·what verbal cues they gave ·what nonverbal cues they gave ·if they were encouraging reaction to their own thoughts or to someone else's thoughts.
			* demonstrate observable behaviors (i.e., use verbal and nonverbal cues to gain positive reactions to their thoughts and ideas, etc.).

ELEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations *Role*(s): Individual *Goal*: B *Obj*: 3	Students will assess their current family relationships and evaluate their effectiveness.	Students are able to: 1. describe an example of effective family relationships.	Students are able to: 1. describe an example of effective family relationships using the following characteristics for their model: ·treat each other as equal in worth and dignity ·show respect toward each other ·listen to each other ·communicate with each other ·constructively solve problems instead of allowing anger to remain ·show care and love in spite of mistakes (i.e., "I love you, not what you are doing,...") ·trust each other ·show loyalty toward each other ·share time with each other
		2. privately describe and evaluate the effectiveness of their family relationships.	2. a) describe four aspects of their current family relationships (i.e., closeness, needs fulfilled, companionship, personal gains, cooperative relationships, etc.) b) evaluate their effectiveness upon five of these points: Persons in the relationship-- ·treat each other as equal in worth and dignity ·show respect toward each other ·listen to each other ·cooperate with each other ·constructively solve problems instead of allowing anger to remain ·show care and love in spite of mistakes (i.e., "I love you, not what you are doing,...")

ELEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	(continued)	•trust each other •show loyalty toward each other •share time with each other.
		3. privately determine areas where improvement in their family relationships should be made.	3. a) privately determine areas that are lacking in their family relationships b) privately provide three examples of how *they can contribute* toward improvement. * demonstrate observable behaviors (i.e., show recognition responses or indicate upon request those characteristics of a model effective family relationship, etc.).
Content: II Interpersonal Relations *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: C *Obj*: 2	Students will evaluate the effectiveness of their own friendship skills.	Students are able to: 1. provide examples of how they implement the skills that are necessary for making friendships.	Students are able to: 1. a) explain three ways they show concern and care for others (i.e., maners, talking, helping, giving time or things, etc.) b) explain two reasons why they desire to have friends (i.e., companionship, help, honest feedback, etc.) c) explain three ways they act friendly toward others (i.e., speaking kindly, being genuinely interested, sharing activities, experiences, and feelings, etc.).
		2. provide examples of how they implement the skills that are necessary for keeping friendships.	2. a) review the meaning of trust (i.e., being able to count on a person to do what he/she says b) explain two situations when they have shown trustworthiness c) review the meaning of loyalty (i.e., being able to trust someone to stick by you d) explain one situation when they have demonstrated loyalty to another person e) explain three ways they have continued to

ELEVENTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	(continued)	act friendly as a means of keeping friendships (i.e., similar to examples in #1c) f) explain two situations when they have used problem-solving skills as a means of keeping friendships (i.e., communication, sharing, taking turns, etc.).
	3. determine which friendship skills are effective and which ones need strengthening.	3. a) determine those friendship skills that are effective for them b) determine those friendship skills which need strengthening c) describe how they plan to strengthen those skills which need improvement. * demonstrate observable behaviors (i.e., exhibit an ability to make and keep friendships, show a willingness and effort to strengthen weak friendship skills, etc.).

ELEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations *Role*(s): Individual, Learner, Citizen Consumer, Producer *Goal*: D *Obj*: 2	Students will analyze the cycle of consequences that might occur as the result of unacceptable behavior.	Students are able to	Students are able to:
		1. describe reciprocal behavior.	1. describe reciprocal behavior as their actions affecting others' behavior and others' actions affecting their behavior.
		2. describe unacceptable behaviors according to society, family, and self.	2. describe three behaviors that have been termed unacceptable by society, family and themselves (i.e., society: murder, theft, abuse of drugs and/or alcohol, arson, etc.).
		3. analyze the consequences of unacceptable behavior.	3. a) using an example from #2, describe some possible consequences of an unacceptable behavior b) relate the concept of reciprocal behavior to the cycle of consequences that might occur as a result of unacceptable behavior c) relate the concept of reciprocal behavior to the breaking of the cycle of negative consequences (i.e., through counseling, hiring an ex-convict, showing care in some way, etc.).
			* demonstrate observable behaviors (i.e., recognize which behaviors are unacceptable, exhibit a growing ability to accept and deal with the consequences of their unacceptable behaviors, demonstrate an understanding of how to break the cycle of negative consequences to unacceptable behavior, etc.).

ELEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: A *Obj*: 3	Students will understand the relationship between self-respect and respect for others' opinions in group situations.	Students are able to:	Students are able to:
		1. describe ways to show respect for others' opinions.	1. describe two ways they can show respect for others' opinions (i.e., eye contact, attentiveness, reflective listening, separating who the person is from what he/she is saying, using open-ended comments instead of closed-ended ones, etc.).
		2. discuss how expressing their opinions and beliefs is part of the process of establishing and maintaining self-respect.	2. discuss two reasons why expressing their opinions and beliefs is part of the process of establishing and maintaining self-respect (i.e., encourages practice in taking risks, encourages the feeling that there thoughts and beliefs are of value, encourages feelings of contribution, etc.).
		3. discuss the relationship between self-respect and respect for others in group situations.	3. include the following points in their discussion: ·there is a direct relationship between demonstrating respect and self-respect--the more respect that is shown, the more respect they feel for themselves ·improved self-respect and respect for others encourages those around them to demonstrate increased respect ·appropriate respect for self and others helps to enhance interpersonal relationships.
			* demonstrate observable behaviors (i.e., exhibits growing ability to appropriately and confidently express their own opinions and beliefs while at the same time showing respect for others' opinions and beliefs, etc.).

ELEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: B *Obj*: 3	Students will determine the losses and gains possible from using assertive behavior in various situations and decide if the risks and consequences warrant that system of behavior.	Students are able to:	Students are able to:
		1. describe a variety of possible situations in their lives where assertive behavior might be appropriate.	1. describe two possible situations where assertive behavior might be appropriate (i.e., situations that could happen presently or situations that could happen in the future).
		2. determine the losses or gains that might occur if assertive behavior were used in those situations.	2. a) determine possible losses that might come about during the situations described in #1 (i.e., rejection, anger others, etc.) b) determine possible gains that might occur during the situations described in #1 (i.e., self-esteem, respect from others, needs or desires would be met, etc.).
		3. imagine themselves in those situations and decide if the risks and possible consequences are acceptable.	3. a) imagine themselves in the situations described in #1 and describe the risks and possible consequences b) determine if the risks and possible consequences are acceptable or not to them c) discuss why the risks and possible consequences are or are not acceptable.
			* demonstrate observable behaviors (i.e., demonstrate the ability to determine when it is "safe" for them to use assertive behavior, use assertive behavior when they feel it is appropriate in their lives, etc.).

ELEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: A *Obj*: 3	Students will determine how life roles, settings, and events have influenced their present life styles.	Students are able to:	Students are able to:
		1. specify their present life style.	1. specify their present life style according to immediate and long-range goals that are important to them.
		2. describe the life roles, settings and events that they have control over and explain how these have influenced their present life styles.	2. a) describe four life roles, settings, and events they have had control over (i.e., work, leisure activities, buying habits, health habits, educational interests, etc.) b) explain how the above examples have influenced their present life style.
		3. describe the life roles, settings, and important events that they have had no control over and explain how these have influenced their present life styles.	3. a) describe four life roles, settings, and events they have had no control over (i.e., birth, poverty or wealth, illness, accidents, location of home, sibling, etc.) b) explain how the above examples have influenced their present life style.
			* demonstrate observable behaviors (i.e., demonstrate an evaluation of their present life style, exhibit recognition responses or indicate upon request reasons why they exhibit their present life style, etc.).

ELEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: B *Obj*: 3	Students will discuss how the compiling and integrating of information occurs throughout life.	Students are able to: 1. discuss how they compiled and integrate information in the past.	Students are able to: 1. a) discuss how infants compile and integrate information b) discuss how pre-schoolers compile and integrate information c) discuss how elementary school students compile and integrate information d) discuss how junior high students compile and integrate information.
		2. discuss situations where they presently compile and integrate information.	2. discuss three situations where they presently compile and integrate information (i.e., class project, research paper, leisure reading, preparation for a summer job, etc.).
		3. predict situations where they might need to compile and integrate information in the future.	3. predict two situations where they might need to compile and integrate information in the future (i.e., choosing and succeeding in further education or in a career, developing new personal interests, learning how to relate to new family members, etc.).
		4. discuss ways skills in compiling and integrating information can be improved in the future.	4. discuss two ways skills in compiling and integrating information can be improved in the future (i.e., further education, on-the-job training, interest groups and activities, etc.).
			* demonstrate observable behaviors (i.e., effectively utilize skills that enable them to compile and integrate information, demonstrate by action or attitude that they value the skills used in compiling and integrating information as useful for the future, etc.).

ELEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: C *Obj*: 3	Students will evaluate the effects additional experience and information have had on those stereotypes in their lives.	Students are able to: 1. provide examples of situations when they have been exposed to information or had direct experience which has related to their stereotypes.	Students are able to: 1. a) provide one example of a situation when they were exposed to information and specify the stereotype it was related to b) provide one example of a situation when they had direct experience and specify the stereotype it was related to.
		2. discuss how the additional information or experience affected their stereotypes.	2. using the examples from #1, discuss whether stereotypes were strengthened or weakened by the additional information and experiences.
		3. discuss how they have applied the additional information or experience to their lives.	3. include the following in their discussion: ·whether or not they have relayed the information and experiences to others ·how the effects of the information and experience have further limited or have expanded their choices and opinions.
			* demonstrate observable behaviors (i.e., desires accurate information when confronted with a generalization or stereotype, transfers accurate information about others instead of transferring any inaccurate stereotypes, etc.).

ELEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities *Role*(s): Individual *Goal*: A *Obj*: 2	Students will describe the results when responsibilities are not met by parents and children.	Students are able to: 1. describe a possible situation and the results when a child fails to meet a responsibility.	Students are able to: 1. a) describe one situation when they failed to meet a responsibility (i.e., did not do a chore, showed disrespect to a parent, showed negative behavior toward a sibling, etc.) b) describe the results for themselves when they failed to meet that responsibility (i.e., lost a privilege, felt guilty, lost the trust of a family member, etc.) c) describe the results for the family member(s) when they failed to meet the responsibility (i.e., family member felt they were of less value, family member lost a degree of trust in them, family member's rights were infringed upon, family life did not run smoothly, etc.).
		2. discuss what could happen if parents did not meet their responsibilities.	2. a) discuss what could happen if parents occasionally did not meet their responsibilities (i.e., parent could feel guilty, would lose some of the trust of other family members, would make other family members feel of less value, would cause family life not to run smoothly, would infringe on other members' rights, etc.) b) discuss what could happen if parents consistently did not meet their responsibilities; include the following in their discussion: •a summary of the law concerning child abuse and neglect •an acknowledgement that the majority of abuse or neglectful parents were

ELEVENTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	(continued)	abused and neglected when they were children ·examples of a hotline number, persons, or agencies that they can contact if they are aware of a case of child abuse or neglect ·examples of what kind of help is given to families having this problem (i.e., family therapy, foster home care, etc.).
	3. analyze why it is important for both parents and children to meet their family responsibilities.	3. include four of the following points in their analysis: ·family members gain a sense of worthwhileness ·family members gain a sense of belonging and security ·family members have their physical needs met ·family members are allowed control, in varying degrees, over family life ·jobs to be done within the family are accomplished faster and smoother because of a sense of cooperation.
	4. privately examine times when they have and have not met their responsibilities in their families.	4. a) examine two times when they have met family responsibilities and the results of meeting those responsibilities b) examine one time when they did not meet a family responsibility and the results of not meeting that responsibility.
		* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request reasons why persons should attempt to meet their family responsibilities and the results if those responsibilities are not met, etc.).

ELEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsivilities *Role*(s): Learner *Goal*: B *Obj*: 3	Students will examine their taking of responsibility in their roles as learners.	Students are able to: 1. identify ways they take responsibility as learners.	Students are able to: 1. identify three ways they take responsibility as learners (i.e., school attendance, finish assignments on time, request help if needed, attentiveness, application of study skills and a study system, etc.).
		2. analyze the effectiveness of their taking of responsibility in their roles as learners.	2. include the following discussion points in their analysis: ·how their responsibility-taking measures have aided them in learning ·how their responsibility-taking measures are related to their rights as learners ·which responsibility-taking measures are weak and/or which new ones need to be added.
		3. indicate ways they can improve their taking of responsibility in their roles as learners.	3. a) indicate at least one area in the taking of responsibility which they wish to strengthen or initiate b) describe a means by which the strengthening or addition may be accomplished c) demonstrate effort in strengthening or adding the area identified in #3a.
			* demonstrate observable behaviors (i.e., take responsibility in their roles as learners, show a desire and effort to improve those areas where they need to tak more responsibility in their roles as learners, etc.).

ELEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities *Role*(s): Citizen *Goal*: C *Obj*: 3	Student will explain the interactive effects of citizen rights and citizen responsibilities.	Students are able to: 1. provide some examples of U.S. citizen rights and responsibilities.	Students are able to: 1. a) provide two examples of rights of U.S. citizens b) provide two examples of responsibilities of U.S. citizens.
		2. explain the relationship between citizen rights and citizen responsibilities.	2. include the following points in their explanation: ·every right has an accompanying responsibility ·the more rights they have, then the more responsibilities they have also ·if they refuse their responsibilities, then they also have to give up their rights.
		3. describe specific citizen rights that correlate with specific citizen responsibilities.	3. describe four specific citizen rights that correlate with four specific citizen responsibilities (i.e., the right to drive a car, the responsibility to drive safely--the right to protection under the law, the responsibility of obeying the laws--the right to free speech, the responsibility of honest speech without slander or libel--the right to own property, the responsibility to not steal or vandalize others' property--the right to a free public education, the responsibility of attending school, etc.).
			* demonstrate observable behaviors (i.e., demonstrate a willingness to meet their citizen responsibilities, demonstrate recognition responses or indicate upon request how their citizen rights correlate with responsibilities, etc.).

ELEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities *Role*(s); Consumer *Goal*: D *Obj*: 3	Students will evaluate their roles as consumers.	Students are able to:	Students are able to:
		1. explain how they are consumers.	1. a) review the meaning of consumer: a person who buys or uses things b) list four products that they buy or use.
		2. analyze the major consumer skills.	2. include in their analysis the six following consumer skills: ·ability to understand money and to make change ·ability to determine the appropriate place of purchase ·recognition of the quality of merchandise ·ability to compare and contrast ·determination of need or priority ·recognition of the influence of advertising.
		3. evaluate their roles as consumers in respect to their consumer skills.	3. in their evaluation, select four consumer skills, determine how those skills affect their roles as consumers, and expound on their ability to perform those skills.
		4. evaluate their roles as consumers in respect to their consumer rights and responsibilities.	4. in their evaluation, select two of the following topics, determine how those topics affect their roles as consumers, and expound on their ability to make use of those legal aids and/or requirements: ·guarantees ·warrantees ·consumer resources (i.e., literature, organizations, etc.) ·consumer laws in their state.
			* demonstrate observable behaviors (i.e., exhibit a willingness to meet consumer responsibilities and use consumer rights, shows an appreciation or involvement in using consumer aids,

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	(continued)	demonstrates a willingness to improve weak areas in their consumer skills, etc.).
Content: V **Rights & Responsibilities** *Role*(s): **Producer** *Goal*: E *Obj*: 3	Students will evaluate the importance of having laws and contracts to protect producers	Students are able to: 1. explain that the category of producer includes both employers and employees. 2. provide examples of laws that protect producers. 3. evaluate the importance of having laws and contracts to protect producers.	Students are able to: 1. a) describe how employers are producers b) describe how employees are producers. 2. provide two examples of laws that protect producers (i.e., child labor laws, laws concerning monopolies, laws concerning unions and strikes, etc.). 3. include in their evaluation a description of: ·the consequences if there were no laws or contracts to protect producers ·the benefits of laws and contracts for the employer--producers ·the benefits of laws and contracts for the employee-producers. * demonstrate observable behaviors (i.e., exhibit a growing appreciation for the way laws and contracts can protect producers, demonstrate a willingness to abide by producer laws and contracts when applicable to them, etc.).

ELEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: A *Obj*: 3	Students will analyze how values affect their decisions and actions in their various life roles.	Students are able to: 1. analyze how values (theirs and others') affect their decisions.	Students are able to: 1. a) analyze how their values affect their decisions (i.e., more conviction, less flexibility, greater concerns over the outcome, etc.) b) analyze how others' values affect their decisions (i.e., parental influences affect them, peer pressure, the values of legislators affect the laws they decide about, etc.).
		2. analyze how values (theirs and others') affect their actions.	2. a) analyze how their values affect their actions (i.e., the greater the conviction the more one will risk taking action) b) analyze how their values affect their actions (i.e., in response according to their own values: risking action against values they strongly disagree with, risking action in agreement with other values.)
		3. provide examples of how their values affect their decisions and actions in their various life roles.	3. a) review their various life roles: personal, family members, learner, citizen, consumer, and producer b) provide one example for each life role of how their values affect their decisions and actions in those roles. * demonstrate observable behaviors (i.e., exhibit decisions and actions which appear to be consistent with their professed values, etc.).

ELEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: B *Obj*: 2	Students will evaluate the results when a systematic decision-making process is not used.	Students are able to:	Students are able to:
		1. describe some non-systematic methods of decision-making.	1. describe two non-systematic methods of decision-making (i.e., impulsivity, doing nothing and leaving the situation to chance, asking or letting someone else make the decision, etc.).
		2. evaluate the consequences of not using a systematic decision-making process.	2. include two of the following examples in their evaluation and describe how those consequences would make them feel: ·decision would possibly not be the best one for them because it would not take into account their characteristics, capabilities, or values ·they would lose ownership of the decision and therefore self-esteem ·they would become reactive to the problem with little control over their environment.
		3. describe a situation when they did not use a systematic decision-making process.	3. a) describe a situation when they did not use a systematic decision-making process b) describe the process that was used c) describe the results of that situation when they did not use a systematic decision-making process.
			* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request how not using systematic decision-making processes affects them, etc.).

ELEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making *Role*(s); Individual, Learner, Citizen, Consumer, Producer *Goal*: C *Obj*: 3	Students will provide examples and evaluate their present ability to generate alternatives, gather information, and assess the consequences in the decisions they make.	Students are able to:	Students are able to:
		1. provide examples of their ability to carry out every step of the decision-making process.	1. *a) specify an important decision to be made *b) show and/or explain how they follow each step in the decision-making process ·identification of the problem or goal ·information gathering ·determination of values of opinions ·generating and reviewing alternatives ·reviewing possible consequences ·choosing one alternative over the others (making the decision).
		2. evaluate their present ability to generate alternatives, gather information, and assess the consequences in the decisions they make.	2. in their evaluation of their ability to generate alternatives, gather information, and assess consequences, include their judgments regarding: ·the effectiveness of their ability in these three areas ·their self-satisfaction with their ability in these three areas ·the way they use these three areas to work together to reach the best decision possible.
		3. analyze how they have changed, improved, and/or still need to carry out the entire decision-making process.	3. a) describe how they used to make decisions ten years ago b) analyze how they have changed and improved in their decision-making skills based on the decision-making steps of the process c) determine if there are any areas in the decision-making process that need improvement and discuss how they plan to improve that area.

ELEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VII Achievement Motivation *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: A *Obj*: 3	Students will evaluate their ability to set goals and their use of the planning process in helping to achieve those goals.	Students are able to: 1. discuss their ability to set goals	Students are able to: 1. a) discuss their ability to set immediate goals (i.e., their ability to know their desires, their ability to pinpoint a specific goal, their ability to desire a goal enough to strive for it, etc.) b) discuss their ability to set long-range goals (i.e., ability to foresee themselves in the future, ability to plan their lives, ability to know their desires, ability to dedicate themselves to reaching a long-range goal, etc.).
		2. describe their use of planning process in helping to achieve their goals.	2. a) describe one immediate goal and one long-range goal they have set for themselves b) describe those elements involved in the planning process: ·planning the time allotted for preparation and reaching the goal ·planning use of materials, energy, money, effort, etc. in reaching the goal ·planning the steps involved in reaching the goal ·planning and anticipating the expected results in reaching the goal c) using the examples from #2a, describe how they used planning in reaching their immediate and long-range goals.
		3. evaluate their strengths and weaknesses in goal-setting and planning.	3. a) evaluate their strengths and weaknesses in goal-setting and planning based on the points discussed in #1a, #1b, and #2b b) discuss how they might strengthen those areas they have determined to be weak.

ELEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)		* demonstrate observable behaviors (i.e., demonstrate their ability to usually set realistic goals and use the planning process to help achieve those goals, show a willingness and attempt to strengthen those weak areas in their goal-setting and planning processes, etc.
Content: VII Achievement Motivation *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: B *Obj*: 3	Students will assess their present ability to analyze, accomplish and evaluate tasks.	Students are able to: 1. discuss ways to analyze, accomplish, and evaluate tasks.	Students are able to: 1. discuss and give examples of the nine basic steps of analyzing, accomplishing, and evaluating tasks: ·determination of task purpose ·break task into smaller task-parts ·determining who needs to accomplish the task parts (i.e., individually or with help from others) ·deciding the sequence of the task-parts ·planning task accomplishment (i.e., who is to help them, when to work on the task, where to work on the task, what materials will be needed, etc.) ·carrying out the task-parts ·evaluating progress (i.e., pretest/progress tests, feedback from others, degree of self-satisfaction, etc.) ·making necessary corrections ·evaluating task achievement (i.e., post-test, reactions from others, degree of self-satisfaction and pride, accomplishment of task purpose, etc.).
		2. discuss how they presently analyze, accomplish, and evaluate tasks.	2. a) discuss how they presently analyze, accomplish, and evaluate tasks b) compare their present ability to those steps listed in #1.

ELEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. explain how they would like to improve and expand their ability to analyze, accomplish, and evaluate tasks.	3. a) identify those areas they would like to improve or expand b) explain one way they will strive to improve or expand their weak areas (i.e., additional practice, writing down their analysis and plans, obtaining additional feedback from others, etc.). * demonstrate observable behaviors (i.e., analyze, accomplish, and evaluate many of their tasks; exhibit a willingness and attempt to improve their weak areas in task analysis, accomplishment, or evaluation, etc.).
Content: VIII Problem-Solving *Role*(s); Individual, Learner, Citizen Consumer, Producer *Goal:* A *Obj:* 3	Students will analyze how their communications skills encourage problem-solving.	Students are able to: 1. analyze how their communications skills encourage others to solve problems. 2. analyze how their communications skills encourage themselves in problem-solving situations.	Students are able to: 1. analyze three ways their communications skills encourage others to solve problems (i.e., reflective listening and responses encourage pinpointing of the problem; timing encourages the person to search for own solutions, listening for content helps the person to stick to the subject, etc.). 2. analyze two ways their communications skills encourage themselves in problem-solving (i.e., attentiveness, timing and listening to remember allow for learning of possible solutions, listening for content and reflective listening allow them to know if they have gone to the right source for help, etc.). * demonstrate observable behaviors (i.e., use reflective listening, I-messages, and other effective communications skills in helping others and themselves in problem-solving situations, etc.).

ELEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VIII Problem-Solving *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: B *Obj*: 3	Students will evaluate the need for flexibility in their roles and choices.	Students are able to: 1. explain how and why roles and choices change and broaden as they get older.	Students are able to: 1. include in their explanation examples of how: ·need change ·variety and number of alternative increase ·interests change.
		2. evaluate the need for flexibility in their roles and in their choices.	2. include in their evaluation examples of: ·the need for flexibility when needs are not being met ·the need for flexibility when interests change ·the need for flexibility when original choices or plans do not succeed.
		3. analyze their ability to be flexible in their roles and in their choices.	3. include in their analysis: ·a judgment concerning their ability to be flexible ·two example situations which support their judgment ·an example of how they might become better balanced in their roles and choices.
			* demonstrate observable behaviors (i.e., demonstrate flexibility in their roles and choices, exhibit a willingness and attempt to change those areas where they need to become better balanced in roles and choices, etc.).

TWELFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I **Self Understanding** *Role*(s): Individual *Goal*: A *Obj*: 3	Students will analyze their own personal skills that have contributed to satisfactory physical and mental health.	Students are able to: 1. demonstrate satisfactory physical and mental health.	Students are able to: 1. *demonstrate satisfactory physical and mental health (as it appears to the student and teachers); most of the time demonstrates cleanliness, appropriate dress for the weather, lack of frequent illness due to neglect, preventive health care, relaxation techniques, feelings of self-worth, care for others, etc.
		2. analyze their personal skills that contributed to satisfactory physical and mental health.	2. base their analysis upon five skills they feel have contributed most to their physical and mental health (i.e., methods of health care, relaxation, and feelings of self worth discussed in Kindergarten through 11th Grade).
		3. discuss how they know when their physical and/or mental health needs improvement and describe methods that contribute toward improvement.	3. a) discuss the warning signs when improvement in physical or mental health is needed (i.e., pain, lethargy, abnormal reactions, additional tension and nervousness, unexpected anger or worry, etc.) b) describe three methods that contribute toward improvement (i.e., seeing a doctor, prescribed drugs, changes in incorrect habits, re-evaluations of stressful situations and examination of relaxation and response methods, new types of leisure activities, etc.).

TWELFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: B *Obj*: 3	Students will appreciate their uniqueness and encourage that uniqueness.	Students are able to: 1. describe their uniqueness and why they appreciate that uniqueness. 2. describe methods they presently use and might use in the future to encourage their uniqueness. 3. describe ways people compensate when they cannot accept their uniqueness.	Students are able to: 1. a) describe two ways they are unique b) describe their appreciation of that uniqueness in respect to benefits for self and others, and the effect upon the feelings of self and others. 2. a) describe three methods presently used to encourage uniqueness (i.e., time and effort in learning, practicing, evaluating responses, etc.) b) predict two methods they might use in the future (i.e., time and effort in further evaluation of responses, etc.). 3. describe two ways people compensate when they cannot accept their uniqueness (i.e., denial, withdrawal, tension resulting in physical problems, etc.). * demonstrate observable behaviors (i.e., acceptance of their uniqueness, attempts at further developing their talents, etc.).
Content: I Self Understanding *Role*(s): Individual, Learner, Citizen, Consumer, Producer	Students will assess how taking responsibility enhances their lives.	Students are able to: 1. provide examples of ways they presently take responsibility. 2. explain how taking responsibility enhances their lives.	Students are able to: 1. provide four examples of ways they presently take responsibility. 2. include three examples in their explanation of the benefits of responsibility (i.e., growth in feelings of self worth, physical health, intellectual ability, etc.).

TWELFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Goal: C *Obj*: 3	(continued)	3. predict how taking on additional responsibilities in the future may enhance their lives.	3. predict three future responsibilities to focus upon in their discussion of the benefits of future responsibilities. * demonstrate observable behaviors (i.e., demonstrates appropriate responsibility-taking at school, indicates on request or exhibits recognition responses of how their own taking of responsibility will enhance their lives, etc.).
Content: II Inter-personal Relations *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: A *Obj*: 3	Students will evaluate their current communications skills and will continually improve those skills.	Students are able to:	Students are able to:
		1. evaluate their current communications skills.	1. base their evaluation upon the following five major areas: ·listening skills ·speaking skills ·feelings, communications, reflective listening and I-messages ·nonverbal communications ·group communication
		2. determine those areas in communications skills needing improvement.	2. specify at least one area evaluated in #1 where improvement is needed.
		3. plan methods of improvement for either strengthening weak communications skills or adding skills that they are lacking.	3. *a) plan a method of improvement to either strengthen a weak communications skill or to add one that is lacking *b) carry out the plan devised for improvement; report on their progress.

TWELFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations *Role*(s): Individual *Goal*: B *Obj*: 3	Students will predict the type of families they might have in the future and how they might develop skills to relate effectively within those settings.	Students are able to:	Students are able to:
		1. determine what type of family they would like to have in the future.	1. describe the type of family they would like to have in the future (i.e., married or not, married couple only, number of children, etc.).
		2. compare their "future family" to the family they grew up with.	2. compare the example from #1 with the family they grew up with and indicate possible reasons for any differences that occur.
		3. analyze how they might develop skills that will aid them in relating effectively within those relationships of their future family.	3. a) review the skills that encourage effective relationships within families: ·treat each other as equal in worth and dignity ·show respect toward each other ·listen to each other ·communicate with each other ·cooperate with each other ·constructively solve problems instead of allowing anger to remain ·show care and love in spite of mistakes (i.e., "I love you, not what you are doing. . .") ·trust each other ·show loyalty toward each other ·share time with each other

TWELFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. (continued)	b) include in their analysis three of the following examples of ways they have and can develop the skills described in #1b: ·practice skills in their present family situation ·continue to read and learn about the importance and techniques of such skills ·when appropriate, practice skills in friendship relationships ·begin using skills from the very onset of their "future family" relationships. * demonstrate observable behaviors (i.e., exhibit within the classroom similar beliefs and skills that would be applicable in effective family relationships, demonstrate recognition responses or indicates upon request an understanding of effective family relationships, etc.).
Content: II Interpersonal Relations *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: C *Obj*: 3	Students will explain the value of maintaining effective friendships throughout life in today's interdependent society.	Students are able to:	Students are able to:
		1. evaluate the gains and contributions that result from having effective friendships.	1. a) evaluate at least three gains from effective friendships (i.e., feelings of worth, companionship, encouragement of growth and development, help in fulfilling needs and desires, etc.) b) evaluate at least three contributions toward effective friendships (i.e., showing respect and care, giving encouragement for growth and development, helping to fulfill needs or desires, sharing time in a variety of ways, etc.).
		2. predict the gains and contributions that may result from	2. a) predict two ways friendships may change later on in life (i.e., friendships with

TWELFTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	2. (continued) continuing to make and keep effective friendships later on in life.	community workers, friendships with fellow workers, friendships with neighbors, etc.) b) predict two gains and two contributions that future effective friendships will provide and demand (i.e., gains and contributions will become more intense, the number of relationships will become even more varied, as needs and desires grow or change, so will friendships, etc.).
	3. explain the value of continuing effective friendships in today's interdependent society.	3. a) explain the meaning of interdependence (i.e., depending on one another to fulfill needs and desires) b) describe three examples of how today's society is interdependent (i.e., for food we depend on farmers, marketers, truckers, salespersons, etc.) c) explain two reasons why continuing effective friendships would be beneficial in today's interdependent society (i.e., needs could be fulfilled on a more personal level, more confidence in depending on friends, expanded areas or "market" for own contributions, emotional support in a complex society, etc.).
		* demonstrate observable behaviors (i.e., exhibit the ability to make and keep friends, demonstrate recognition responses or indicate upon request the value of continuing effective friendships in today's complex society, etc.).

TWELFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: D *Obj*: 3	Students will evaluate their behaviors toward others and decide which are effective in interpersonal relationships and which need improvement.	Students are able to: 1. describe those behaviors which encourage and are effective in interpersonal relationships.	Students are able to: 1. describe six of the ten following behaviors that encourage and are effective in interpersonal relationships: ·treat each other as equal in worth and dignity ·show respect toward each other ·listen to each other ·communicate with each other ·cooperate with each other ·constructively solve problems instead of demonstrating anger or allowing anger to remain ·show care and love in spite of mistakes ·trust each other ·show loyalty toward each other ·share time with each other.
		2. evaluate their behavior toward others as effective or ineffective in interpersonal relationships.	2. a) compare their behavior in interpersonal relationships to those ten behaviors listed in #1 b) evaluate their behaviors according to the following points: ·does their behaviors encourage interpersonal relationships ·is their behavior effective in helping others feel good about themselves and the relationship ·is their behavior effective in allowing themselves to benefit from the relationship

TWELFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. describe those behaviors which need changing or strengthening and discuss their plans for improvement.	3. a) specify one behavior that needs changing or strengthening b) describe what new or more effective behavior they would like to incorporate in their relationships c) discuss how they plan to improve the behavior identified in #3a. * demonstrate observable behaviors (i.e., encourage interpersonal relationships, encourage positive feelings in their relationships, benefit themselves from their relationships, etc.).
Content: III Expressing Ideas *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: A *Obj*: 3	Students will evaluate the effectiveness of their own methods of expression in their daily lives.	Students are able to: 1. evaluate the effectiveness of their methods of expression in their family relationships.	Students are able to: 1. include the following in their evaluation: ·three examples of how they express their opinions or beliefs in their family relationships (i.e., verbally, non-verbally, written form) ·indicate whether or not their methods of expression allow for others to express themselves (i.e., open-ended statements showing respect to others, appropriate non-verbal expression, etc.) ·indicate whether or not they are able to effectively convey their feelings and ideas (i.e., as indicated by other reactions and their own self-satisfaction) ·indicate how they could improve their expression skills in their family relationships.

TWELFTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	2. evaluate the effectiveness of their methods of expression in their peer relationships.	2. include the following in their evaluation: ·three examples of how they express their opinions and beliefs in their peer relationships (i.e., verbally, non-verbally, written form) ·indicate whether or not their methods of expression allow for others to express themselves (i.e., open-ended statements, showing respect to others, appropriate non-verbal expression, etc.) ·indicate whether or not they are able to effectively convey their own feelings and ideas (i.e., as indicated by others' reactions and their own self-satisfaction) ·indicate how they could improve their expression skills in their peer relationships.
	3. evaluate the effectiveness of their methods of expression as learners.	3. include the following in their evaluation: ·two examples of how they express their opinions or beliefs in classroom situations ·indicate if their methods of expression allow for others to feel respected and to express themselves ·whether or not they are able to effectively convey their feelings and ideas (i.e., as indicated by others' reactions and their own self-satisfaction) ·indicate how they could improve their expression skills in their role as learners.
	4. evaluate the effectiveness of their methods of expression as citizens.	4. include the following in their evaluation: ·one example of how they express their opinions or beliefs as citizens

TWELFTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	4. (continued)	·whether or not they are able to effectively convey their feelings and ideas (i.e., as indicated by others' reactions and their own self-satisfaction) ·indicate how they could improve their expression skills in their role as citizens.
	5. evaluate the effectiveness of their methods of expression as consumers.	5. include the following in their evaluation: ·one example of how they express their opinions or beliefs as consumers ·whether or not they are able to effectively convey their feelings and ideas (i.e., as indicated by others' reactions and their own self-satisfaction) ·indicate how they could improve their expression skills in their role as consumers.
	6. evaluate the effectiveness of their methods of expression as producers.	6. include the following in their evaluation: ·one example of how they express their opinions or beliefs as producers ·whether or not they are able to effectively convey their feelings and ideas (i.e., as indicated by others' reactions and their own self-satisfaction) ·indicate how they could improve their expression skills in their role as producers.
		* demonstrate observable behaviors (i.e., demonstrate effective expression skills in their relationships in the school setting, attempt to strengthen those areas of expression in which they are weak, etc.).

TWELFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas *Role*(s); Individual, Learner, Citizen, Consumer, Producer *Goal*: B *Obj*: 3	Students will evaluate the effectiveness of their assertive behavior.	Students are able to: 1. describe situations where they have used assertive behavior and describe the type of assertive behavior they used.	Students are able to: 1. a) describe two situations where they have used assertive behavior b) describe the style of assertive behavior they used in the situations described in #1 (i.e., emphatic assertion, confrontive assertion, language assertion, excalating assertion) c) describe the nonverbal expressions they used in the situations described in #1 (i.e., gestures, facial expressions, posture, eye contact, etc.). d) describe any relaxation techniques or preparation they used in the situations described in #1 (i.e., deep breathing, tension/relaxation, guided imagery, self-talk, etc.)
		2. evaluate the effectiveness of their assertive behavior.	2. a) using the situations described in #1 as examples, include the following in their evaluation: ·whether or not the consequences were acceptable to them ·the effects of the assertive behavior on themselves ·the effects of the assertive behavior on others ·whether or not their needs or desires were met and self-respect increased by their behavior ·whether or not others' safety, self-respect or dignity were interfered with

TWELFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. (continued)	b) discuss whether or not they have any weak areas in their assertive behavior and indicate how these could be improved.
		3. predict how they might be able to use assertive behavior in their future life roles.	3. predict three possible situations when they might use assertive behavior in their future life roles (learner/assertive behavior with a professor concerning an exam answer, consumer /assertive behavior with a pushy salesperson, producer/assertive behavior with the employer concerning a raise, etc.).
			* demonstrate observable behaviors (i.e., appropriately use assertive behavior whenever possible, refrain from aggressive or consistent non-assertive behavior, willingly try to strengthen any weak areas, etc.).
Content: IV Gathering & Processing Information *Role*(s): Individual Learner, Citizen, Consumer, Produer *Goal*: A *Obj*: 3	Students will assess the interactive effects of life roles, settings, and events and how these lead to a preferred life style.	Students are able to:	Students are able to:
		1. describe what they consider a preferred life style.	1. a) describe what they consider a preferred life style b) indicate if (and how) their preferred life style differs from their present life style.
		2. assess the interactive effects of life roles, settings, and events and their influence upon life styles.	2. a) assess the effects of life roles, both those that can and cannot be controlled, upon life styles b) assess the effects of settings, both those that can and cannot be controlled, upon life styles c) assess the effects of important events, both those that can and cannot be controlled, upon life styles.

TWELFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. assess how the interactive effects of life roles, settings, and events can lead to a preferred life style for the future	3. include in their assessment the following points: ·the effects due to the ability to control life roles, settings, and events ·the importance of setting intermediate and long-range goals ·the importance of flexible planning ·the importance of attitudes concerning those life roles, settings, and events that cannot be controlled. * demonstrate observable behaviors (i.e., evaluate their present life style; change roles, settings, events, and goals to be more compatible with either their present or a preferred life style, etc.).
Content: IV Gathering & Processing Information *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: B *Obj*: 3	Students will evaluate their methods of compiling and integrating information and explore future methods of compiling information.	Students are able to: 1. review methods and the skills involved in compiling and integrating information.	Students are able to: 1. a) describe five methods of compiling information (i.e., dictionary, reference books, library, phone book, museums, other people, computers, video-tape recorders, etc.) b) describe five skills involved in compiling and integrating information (i.e., listening, reading, writing, understanding alphabetical order, outlining and organizing resources, remembering, etc.).
		2. evaluate their methods of compiling and integrating information.	2. include in their evaluation: ·those methods and skills they use in compiling and integrating information ·those methods and skills they consider effective in compiling and integrating information

TWELFTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	2. (continued)	·those methods and skills they need to learn or to improve ·suggestions on how they can improve their ability to compile and integrate information.
	3. predict future methods of compiling information.	3. predict and discuss one method of compiling information that might be used in the future (i.e., home computers, telephone tie-in connections to a library computer, etc.). * demonstrate observable behaviors (i.e., effectively utilize skills that enable them to compile and integrate information, attempt to strengthen any weak areas in their ability to compile and integrate information, receptive attitude to new ways of compiling and integrating information, etc.).

TWELFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: C *Obj*: 3	Students will evaluate their stereotypes and explain those they have changed.	Students are able to: 1. provide examples of their past and present stereotypes. 2. evaluate why these stereotypes did or do exist. 3. explain those stereotypes they have changed.	Students are able to: 1. provide two examples of past or present stereotypes. 2. include in their evaluation: ·the influence of experiences ·parental influence ·peer influence ·the influence of society ·any other influences that were important to them. 3. a) explain which stereotypes they have changed b) describe why that change came about. * demonstrate observable behaviors (i.e., demonstrate recognition responses of their present and past stereotypes, seek additional accurate information or experiences to support or change their point of view, be willing to change inaccurate stereotypes, etc.).
Content: V Rights & Responsibilities *Role*: Individual *Goal*: A *Obj*: 3	Students will examine their own taking of responsibility within the family and its effects on self and others.	Students are able to: 1. describe how they take responsibility within their family and how it affects themselves and others.	Students are able to: 1. a) describe ways they take responsibility within their family (i.e., showing respect, treating family members as equal in worth and dignity, performing chores that contribute toward family life, etc.) b) describe how their taking of responsibility within their family affects them c) describe how their taking of responsibility within their family affects other family members.

TWELFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. examine those times when they avoid taking responsibility and how it affects themselves and others.	2. a) examine those times when they avoid taking responsibility within their family b) determine why they tend to avoid taking those responsibilities c) describe how their avoiding responsibility affects them d) describe how their avoiding responsibility affects other family members.
		3. plan ways to improve weak areas in their taking of responsibility within their family.	3. a) determine those areas of taking responsibility they are weak in b) indicate how they plan to improve those weak areas of taking responsibility within their family.
		4. indicate how their present pattern of responsibility-taking may affect their future family.	4. indicate one way their present pattern of responsibility-taking may affect their future family.
			* demonstrate observable behaviors (i.e., exhibit an interest in learning about the family, demonstrate recognition of their family responsibility-taking pattern, etc.).
Content: V Rights & Responsibilities *Role*: Learner *Goal*: B *Obj*: 3	Students will evaluate how they continue to be learners and how they utilize the knowledge of their rights and responsibilities as learners.	Students are able to: 1. discuss ways they will continue to be learners after they leave high school.	Students are able to: 1. discuss two ways they will continue to be learners after they leave high school (i.e., college, technical school, learning on the job, learning leisure activities, learning how to function in their life roles, etc.).

TWELFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. discuss how they can use knowledge of their learner rights and responsibilities in the future. 3. discuss how they can continually improve or refine their use of learner rights and their meeting of learner responsibilities.	2. discuss two ways they can use knowledge of their learner rights and responsibilities in the future (i.e., they will know to ask and whom to ask if they need help in learning, they will have the proper study skills, they will understand the intrinsic and extrinsic rewards of learning, etc.). 3. discuss two ways they can continually improve or refine their use of learner rights and their meeting of learner responsibilities (i.e., openness to learning in all areas, keeping well informed, continual practice of the skills they have developed, etc.). * demonstrate observable behaviors (i.e., exhibit a willingness to learn in different areas of their lives, demonstrate recognition responses or indicate upon request what their learner rights and responsibilities are and how these will apply in the future, etc.).
Content: V Rights & Responsibilities *Role*: Citizen *Goal*: C *Obj*: 3	Students will evaluate their responsibility as citizens of their towns, state, and country.	Students are able to: 1. describe ways they presently take responsibility as citizens of their towns, state, and country.	Students are able to: 1. a) describe three ways they presently take responsibility as citizens of their towns, state, and country (i.e., vote, pay taxes, observe traffic laws, respect property, etc.) b) evaluate their present taking or responsibility as citizens according to the following points: ·when do they avoid taking responsibility ·why do they avoid taking responsibility ·what responsibility-taking measures will they improve.

TWELFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. describe ways they will take responsibility as citizens. 3. explain how they can continually improve themselves to be more responsible citizens.	2. describe two ways they will take responsibility in the future (i.e., vote when 18 years old, become involved in city functions, pay property taxes, etc.). 3. include in their explanation two examples of how they can continually improve themselves to be more responsible citizens (i.e., stay informed on public issues; understand what the candidates believe in; be contributing members of their communities, state, and country; etc.). * demonstrate observable behaviors (i.e., vote when of age, show a willingness to become involved in community activities, exhibit a willingness to obey laws, etc.).
Content: V Rights & Responsibilities *Role*: Consumer *Goal*: D *Obj*: 3	Students will analyze how they, as consumers, help to support our economic system.	Students are able to: 1. describe our economic system. 2. analyze how consumers help to support our economic system.	Students are able to: 1. describe our economic system in respect to: ·mixed capitalism (on a continuum between government-controlled economics and laizze-faire economics) ·the law of supply and demand ·the effects of the monetary system ·the effects of our legal system 2. a) include in their analysis such aspects of consumerism as the use of money, demands for quality merchandise and services, and the intensity of need b) include in their analysis examples of how they help to support the economic system (i.e., their use of money, their demands for quality merchandise or services, the influence of their need, and their exercise of consumer rights and responsibilities, etc.).

TWELFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)		* demonstrate observable behaviors (i.e., indicate an appreciation for the far-reaching effects of the economic system, demonstrate a willingness to use consumer rights and meet consumer responsibilities, etc.).
Content: V **Rights & Responsibilities** *Role*: **Producer** *Goal*: E *Obj*: 3	Students will speculate what their rights and responsibilities might be as producers in the future.	Students are able to:	Students are able to:
		1. indicate how they fulfill their producer roles presently.	1. a) indicate how they are presently producers b) describe how they enjoy producer rights and meet producer responsibilities.
		2. indicate what producer roles they would like to have in the future.	2. describe two producer roles they would like to have in the future world of work--one as an employer and one as an employee.
		3. predict their rights in those producer roles.	3. a) predict two of their rights as an employer (i.e., rights of: reward--intrinsic and extrinsic, cooperation from employees, compliance of buyers with their contracts, etc.) b) predict two of their rights as an employee (i.e., rights of: respect, reward--intrinsic and extrinsic, cooperation from employers, compliance with their contract, etc.).
		4. predict their responsibilities in those producer roles.	4. a) predict three of their responsibilities as an employer (i.e., responsibility to: comply with employees contracts; cooperate with buyers and employees; pay taxes, provide adequate materials, work environment, and services for employees; etc.)

TWELFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	4. (continued)	4. b) predict three of their responsibilities as an employee (i.e., responsibility to: cooperate with fellow workers, supply their best effort toward successful task accomplishment, understand how to accomplish the task, pay taxes, comply with their part of the contract, etc.). * demonstrate observable behaviors (i.e., meet their present producer responsibilities and appreciate present producer rights, demonstrate recognition responses or indicate upon request how producer rights and responsibilities might affect them in the future, etc.).
Content: VI Valuing & Decision-Making *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: A *Obj*: 3	Students will summarize the importance of understanding their attitudes and values and how those attitudes and values affect their lives.	Students are able to: 1. analyze why it is important to understand and evaluate their attitudes and values.	Students are able to: 1. include in their analysis a discussion of: ·the influence attitudes and values have upon their decisions and actions ·the influence attitudes and values have on others' lives ·that attitudes and values may change as they learn and mature.
		2. analyze the benefits of understanding how attitudes and values affect their lives.	2. include two or more examples of benefits in their analysis (i.e., inner peace regarding why they decide the way they do, more rational decisions and actions because of forethought regarding what is important to them, more directed lives as the result of planned decisions instead of random ones, etc.).

TWELFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. explain how their attitudes and values will affect their future lives.	3. explain two ways their attitudes and values will affect their future lives (i.e., in job choice, choice of a life-partner, family planning, aging adjustment, etc.). * demonstrate observable behaviors (i.e., exhibit a "value pattern" that is their own rather than continually changing values to fit into someone else's expectations, demonstrate decisions and actions that are consistent with their professed values, show an ability to reevaluate their values as they learn and mature, etc.).
Content: VI Valuing & Decision-Making *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: B *Obj*: 3	Students will analyze how the decision-making process can be used effectively by themselves and others.	Students are able to: 1. describe the decision-making process that others appear to use.	Students are able to: 1. a) review the decision-making process: ·identification of the decision to be made ·information gathering ·determination of values and opinions ·generating and reviewing alternatives ·reviewing possible consequences and risks ·choosing an alternative (making the decision) b) choose two persons of different ages and describe the decision-making process they appear to use c) indicate whether the processes described in #1b appear to be effective or not.
		2. describe feelings and outcomes that indicate whether or not the decision-making process is effective.	2. describe four of the following example feelings and outcomes that indicate whether or not the decision-making process is effective: ·satisfaction with the consequences of the decision

TWELFTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	2. (continued)	·feelings of self-esteem and confidence ·feelings of decision ownership and control their lives ·consequences of the decision occur as expected the majority of the time ·feelings of conviction concerning their decision.
	3. analyze whether or not their decision-making process is effective for them and indicate how it could be made more effective.	3. a) include the following points in their analysis: ·description of the basic steps of their personal decision-making process ·evaluation of their decision-making process as effective or ineffective (see #2 for examples of feelings and outcomes that indicate effectiveness) ·indication of which steps (if any) in their decision-making process they would like to change and how they plan to make those changes b) explain two ways an effective decision-making process can affect their future roles (i.e., personal health, family life and style, job choice, etc.). * demonstrate observable behaviors (i.e., exhibits a willingness to systematically make decisions, show a willingness and attempt to improve the weak areas in their decision-making process, etc.).

TWELFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making *Role*(s): Individual, Learner, Citizen, Consumer, Producer, *Goal*: C *Obj*: 3	Students will implement the decision-making process when making decisions in their various life roles.	Students are able to: 1. explain the decision-making process.	Students are able to: 1. explain the different ways that they: ·identify the problem or goal ·gather information ·determine values and opinions ·generate and review alternatives ·review possible consequences ·assess risks ·choose an alternative (make the decision)
		2. describe the types of decisions they have to make in their various life roles.	2. describe one type of decision for each of their life roles (i.e., health decision, family decision, decision concerning education, community decisions, decisions when buying goods, decisions on the job etc.).
		3. evaluate how well they use the decision-making process when making a decision.	3. evaluate their ability to use the decision-making process as to: ·effectiveness of their decisions ·following the six steps of the process consistently ·self-satisfaction concerning their decisions.
		4. analyze how they may improve their decision-making processes.	4. include in their analysis: ·which of the six steps in the decision-making process they are weak in ·what they presently are doing that is ineffective ·what they should do in order to strengthen their weak area(s).

TWELFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VIII Problem-Solving *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: A *Obj*: 3	Students will use appropriate resources to help themselves and others.	Students are able to: 1. evaluate their ability to help themselves and others and acknowledge their limitations.	Students are able to: 1. a) evaluate their ability to help themselves and others based on the following: ·their communications skills ·their ability to care and empathize ·the effectiveness of their past implementation of the problem-solving process b) specify their limitations in helping solve their and others' problems (i.e., lack necessary knowledge, lack of necessary physical strength, lack of empathy or understanding, lack of adequate perspective, etc.).
		2. assess the resources available to them and others to help with problems.	2. a) provide six examples of the types of resources available to them and others to help with problems (i.e., parents, advisors, teachers; informative sources such as encyclopedias, dictionaries, telephone book, libraries...; counselors such as financial counselors, rehabilitation counselors, family counselors, school counselors...; doctors and nurses; religious leaders such as ministers, priests, rabbis...; etc.). b) describe the types of problems the resources identified in #2a specialize in helping (i.e., doctors/serious or potentially serious physical problems; libraries/problems dealing with lack of information; etc.).

TWELFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. describe situations when they have used or could use an outside resource to help others.	3. a) describe a situation where they wanted to help another person but did not have the necessary qualifications or ability to help. (The situation should be described in generalities and specific persons should not be identified.) b) describe the outside resource they encouraged the person to use--or could have encouraged them to use--in helping solve the problem. * demonstrate observable behaviors (i.e., exhibit a caring attitude for other people, use communications skills to help others and themselves in problem-solving situations, acknowledge their limitations in helping themselves and others and refer themselves or others to the appropriate helping resource, etc.).
Content: VIII Problem-Solving *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: B *Obj*: 3	Students will analyze how concerns change as situations and roles change.	Students are able to: 1. describe some of their past concerns and their present concerns, and predict a variety of other future concerns.	Students are able to: 1. a) describe two past concerns (i.e., how to ride a bicycle, how to get on a baseball team, if they can get a driver's license, etc.) b) describe two present concerns (i.e., will they graduate, where will they go to college, where will they get a job, etc.) c) predict four of their possible future concerns (i.e., who will they marry, where will the money for bills come from if they are hurt or killed, will they have children, will they have to live in a nursing home when they are older, etc.).

TWELFTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	2. explain the changes that may take place in their roles and in situations as they get older.	2. include in their explanation examples dealing wit ·changes in roles due to changes in interests, skills and needs (i.e., interests in a different job, desire for a mate, desire to have children, etc.) ·changes in situations that they have control over (i.e., buying a home, choosing to live at home or live with a relative or friend, choosing to work or live off a retirement income, etc.) ·changes in situations that they have no control over (i.e., illness, accidents, financial loss, etc.).
	3. analyze how concerns change as situations and roles change.	3. include in their analysis examples of how: ·situations and roles can change unexpectedly (i.e., illness causing great financial stress, accident causing a handicap, unexpected pregnancy, death of a spouse, etc.) ·situations and roles can change with planning (i.e. marriage, pregnancy, change in jobs, etc.). ·concerns that may accompany those changing situations and roles (i.e., responsibility for supporting a family, caring for and raising children, learning new job expectations, etc.).
		* demonstrate observable behaviors (i.e., exhibit a flexible--rather than rigid--attitude toward changes in their lives, demonstrate recognition responses or indicate upon request how concerns will change as situations and roles inevitably change, etc.).

A COMPREHENSIVE GUIDANCE CURRICULUM

PROGRESS REPORTS

Kindergarten - Grade 12

751

Kindergarten

KEY:
✓ : the child has accomplished this step
W : the child is still working on this step
☐: this step does not apply at this time

Content Areas	YOUR CHILD CAN:	QUARTERS			
		1	2	3	4
Self Under-standing	Describe ways to care for him/herself				
	Describe personal appearance & favorite activities				
	Describe areas of self-sufficiency				
Interpersonal Relations	Recognize he/she listens to & speaks with different people				
	Recognize his/her family relationships				
	Describe work & play relationships				
	Recognize different interpersonal relationships in his/her life				
Expressing Ideas	Recognize different expressions for various feelings				
	Recognize when he/she or others desire to do things their own way				
Gathering & Processing Information	Describe daily activities at home				
	Describe things learned at home				
	Imagine adults doing work other than what they presently do				
Rights & Responsibilities	Describe what makes up a family				
	Describe learning & how he/she is a learner				
	Describe rules he/she follows & why they are necessary				
	Describe appropriate places of purchase for various items				
	Describe work activities of family members				
Valuing & Decision Making	Describe people & activities he/she enjoys				
	Describe choices he/she makes				
	Describe decisions made by him/herself				
Achievement Motivation	Describe a job desired when he/she grows up				
	Describe tasks he/she can accomplish at home				
Problem Solving	Describe situations when others communicate differently from self				
	Describe situations that are going to happen in the future				

Grade 1

KEY:
✓ : the child has accomplished this step
W : the child is still working on this step
☐ : this step does not apply at this time

Content Areas	YOUR CHILD CAN:	QUARTERS			
		1	2	3	4
Self Under-standing	Describe personal physical health care				
	Recognize how others differ from self				
	Describe own responsibilities at home & school				
Interper-sonal Relations	Describe methods of speaking so he/she can be understood				
	Describe the roles of each family member				
	Describe qualities of a friend; know own friendship qualities				
	Recognize he/she has an effect on things & others				
Expressing Ideas	Describe different ways of expressing personal feelings				
	Recognize personal opinions may be alike or different from others' opinions				
Gathering & Processing Information	Describe daily activities at school				
	Describe things learned at school				
	Distinguish activities consistently performed by certain people				
Rights & Responsi-bilities	Describe similarities & differences of families around the world				
	Recognize that learning occurs at all ages				
	Recognize his/her town, state, & country				
	Understand why people use money				
	Describe different work activities & their importance				
Valuing & Decision Making	Describe things that are important to him/her				
	Recognize that everyone has to make choices				
	Recognize decisions that are difficult to make				
Achievement Motivation	Recognize different methods for accomplishing tasks				
	Describe tasks he/she accomplishes at school				
Problem Solving	Describe ways to communicate empathy & understanding to others				
	Realize personal changes occurring during the past year				

Grade 2

KEY:
✓ : the child has accomplished this step
W : the child is still working on this step
☐: this step does not apply at this time

Content Areas	YOUR CHILD CAN:	QUARTERS			
		1	2	3	4
Self Understanding	Describe personal mental health care				
	Recognize which activities hold personal interest & which do not				
	Give his/her address; describe the way from school to home				
Interpersonal Relations	Describe listening & speaking skills that encourage understanding				
	Describe activities participated in with the family				
	Describe the process of making a friend				
	Describe how others' actions affect own behavior				
Expressing Ideas	Determine appropriate situations for expressing various feelings				
	Express opinions so others can understand				
Gathering & Processing Information	Describe necessary daily activities carried out by others				
	Relate learning experiences at school to home situations				
	Define the meaning of stereotypes				
Rights & Responsibilities	Understand that all family members contribute toward family life				
	Describe where they learn				
	Describe a citizen & how persons become citizens				
	Understand what a consumer is & how he/she is a consumer				
	Define work; recognize that all people work				
Valuing & Decision Making	Recognize that what is personally important may not be important to others				
	Describe things learned that aid in making choices				
	Recognize reasons choices are made for him/her; accept those choices; make own decisions when appropriate				
Achievement Motivation	Describe a work activity & how it gets done				
	Describe necessary tasks & their purposes				
Problem Solving	Describe situations when he/she needs help from others				
	Define future; describe situations desired for the future				

Grade 3

KEY:
✓ : the child has accomplished this step
W : the child is still working on this step
☐ : this step does not apply at this time

Content Areas	YOUR CHILD CAN:	QUARTERS			
		1	2	3	4
Self Under-standing	Describe how exercise & nutrition affect own mental health				
	Realize environment influences interests & capabilities				
	Describe situations when he/she has control over self				
Interper-sonal Relations	Describe ways of communicating non-verbally				
	Define what family means				
	Describe the process of making & keeping a friend				
	Recognize actions that affect others' feelings				
Expressing Ideas	Describe ways others express thoughts & feelings to him/her				
	Describe strong personal beliefs or opinions				
Gathering & Processing Information	Recognize people have varying roles; describe own roles				
	Describe things learned in the community as citizens & consumers				
	Describe stereotypes that correspond to certain jobs				
Rights & Responsi-bilities	Recognize there are different kinds of families				
	Describe basic methods of learning				
	Explain why a country needs laws & governments				
	Describe how to make change from money given to him/her				
	Recognize that a producer can have many different roles				
Valuing & Decision Making	Describe how others influence what is important to him/her				
	Describe personal thought processes prior to making a decision				
	Describe why a decision change might be desired; recognize when it is or is not possible to make that change				
Achievement Motivation	Describe the trial-and-error approach to a task				
	Describe ways to judge satisfactory task accomplishment				
Problem Solving	Describe activities where others need his/her help				
	Describe how personal life roles have changed & will change				

Grade 4

KEY:
✓ : the child has accomplished this step
W : the child is still working on this step
☐: this step does not apply at this time

Content Areas	YOUR CHILD CAN:	QUARTERS 1	2	3	4
Self Understanding	Recognize his/her importance to self & others				
	Indicate that all people differ in their skills & abilities				
	Recognize situations where there is personal control over his/her environment				
Interpersonal Relations	Communicate with both friends & those who aren't close friends				
	Describe the benefits of family cooperation				
	Describe how people depend on each other to fulfill needs				
	Explain how what is said affects his/her or others' actions				
Expressing Ideas	Describe what constitutes an opinion, belief & fact				
	Differentiate the definitions of assertiveness, aggressiveness & non-assertiveness				
Gathering & Processing Information	Understand what important events affect lives of self & others				
	Describe how workers learn from their jobs				
	Describe various stereotypes; indicate how they affect him/her				
Rights & Responsibilities	Recognize that both parents & children have responsibilities				
	Identify the learning process				
	Recognize basic rights & responsibilities affecting U.S. citizens				
	Discuss why determining need or priority is a significant consumer skill				
	Recognize how he/she depends on different producers				
Valuing & Decision Making	Define values; describe personal values				
	Describe the decision-making process				
	Describe how decisions of self & others influence his/her life				
Achievement Motivation	Describe planning process; compare it to trial-and-error methods				
	Describe steps in producing a product or task he/she is proud of				
Problem Solving	Discuss methods of relieving stress				
	Describe how interests & capabilities can change				

Grade 5

KEY:
✓ : the child has accomplished this step
W : the child is still working on this step
☐ : this step does not apply at this time

Content Areas	YOUR CHILD CAN:	QUARTERS			
		1	2	3	4
Self Understanding	Determine when he/she feels unhappy or angry & how to deal with such feelings				
	Specify personal characteristics & abilities he/she values				
	Analyze how growing up requires more self-control				
Interpersonal Relations	Recognize pride in accomplishments; acknowledge that pride				
	Describe relationships with family members				
	Indicate methods leading to cooperation between children & adults				
	Compare results of personal behavior on others of different ages				
Expressing Ideas	Discuss that all people have opinions and beliefs				
	Determine appropriate use of assertive behavior; predict consequences of that behavior				
Gathering & Processing Information	Recognize what life style is & what influences his/her life style				
	Explore various ways information is compiled for use				
	Indicate reasons stereotypes are attached to jobs & groups				
Rights & Responsibilities	Recognize parents and children have rights as well as responsibilities				
	Describe the responsibilities involved for a learner				
	Recognize taxes are required from citizens for government support				
	Discuss why comparing & determining quality are important consumer skills				
	Realize producers obtain rewards for their work				
Valuing & Decision Making	Analyze how personal values influence what he/she does				
	Describe the necessity of specifically identifying decisions				
	Generate & increase alternatives to a decision by gaining more information				
Achievement Motivation	Define goal; describe goals he/she has achieved				
	Describe task analysis & how it contributes toward accomplishment				
Problem Solving	Describe resources that are available to help solve problems				
	Imagine what his/her life might be like in the future				

Grade 6

KEY:
✓ : the child has accomplished this step
W : the child is still working on this step
☐: this step does not apply at this time

Content Areas	YOUR CHILD CAN:	QUARTERS			
		1	2	3	4
Self Understanding	Understand what stress means; describe methods of relaxation				
	Compare own characteristics & abilities with others; accept the differences				
	Understand how to control desires rather than allowing desires to control him/her				
Interpersonal Relations	Discuss how communications skills improve his/her relationships				
	Recognize situations causing change in families; describe ways to deal with the new relationships				
	Recognize results of cooperativeness & competitiveness				
	Describe ways peers & adults interact				
Expressing Ideas	Describe methods of expressing opinions & beliefs				
	Develop relaxation techniques to prepare for assertive situations				
Gathering & Processing Information	Analyze how he/she has control over self and his/her lifestyle				
	Analyze personal skills in compiling and integrating information				
	Evaluate the ways certain groups are stereotyped				
Rights & Responsibilities	Describe legal rights & responsibilities of family members				
	Describe the rights involved for a learner				
	Describe how the government uses tax money				
	Discuss the influence advertising has on consumers				
	Analyze relationships between interests and producer-satisfaction				
Valuing & Decision Making	Define attitudes & beliefs and their effects on decisions & goals				
	Demonstrate how gaining information increases alternatives				
	Consider the consequences of alternatives to a specific decision				
Achievement Motivation	Predict 5 goals he/she wants to achieve in 5 years				
	Describe methods of evaluating progress & how it contributes toward task accomplishment				
Problem Solving	Analyze when to ask for help				
	Predict what the world will be like in 20 years				

Grade 7

KEY:
✓ : the child has accomplished this step
W : the child is still working on this step
☐: this step does not apply at this time

Content Areas	YOU CAN:	QUARTERS			
		1	2	3	4
Self Under-standing	Distinguish between things helpful & harmful to physical health				
	Analyze how characteristics & abilities can be expanded				
	Evaluate the relationship between mass media & self-control				
Interpersonal Relations	Explain how communications skills contribute toward group work				
	Analyze effective family relationships, their importance & necessary beliefs and skills				
	Evaluate how actions help or hinder group cooperation/achievement				
	Evaluate peer/adult interaction in relation to goals of behavior				
Expressing Ideas	Demonstrate skills in written expression of opinions & beliefs				
	Describe emotional blocks to assertive behavior				
Gathering & Processing Information	Evaluate your feelings in a variety of settings				
	Relate learning at school to your leisure activities				
	Analyze the effects information can have on stereotypes				
Rights & Responsi-bilities	Describe importance & benefits of understanding family rights & responsibilities				
	Analyze school as a learning environment and its effects on you				
	Describe legal rights and responsibilities as a citizen of your town & state				
	Analyze your family's spending patterns				
	Describe general rights & responsibilities of producers				
Valuing & Decision Making	Compare & contrast others' values				
	Describe importance of examining your values & opinions when making decisions				
	Describe personal decisions based on your values & opinions				
Achievement Motivation	Describe how others use planning, trial-and-error, & goal-setting				
	Describe methods & effects of evaluating achievement				
Problem Solving	Explore the problem-solving process & how listening & talking help				
	Predict ways some careers may be different in the future				

Grade 8

KEY:
✓ : the child has accomplished this step
W : the child is still working on this step
☐: this step does not apply at this time

Content Areas	YOU CAN:	QUARTERS			
		1	2	3	4
Self Under-standing	Distinguish between things helpful & harmful to mental health				
	Analyze how characteristics, abilities & interests relate to jobs				
	Analyze how determining problem ownership helps in better management of self and environment				
Interper-sonal Relations	Analyze effective public speaking methods & skills				
	Describe a family meeting; explain how it contributes toward effective family relations				
	Evaluate importance of friendships with peers & adults				
	Describe when your behavior affects others' behavior toward you				
Expressing Ideas	Examine your methods of expressing opinions & beliefs				
	Describe non-assertive & aggressive behaviors & the problems they cause				
Gathering & Processing Information	Predict your feelings in a variety of potential settings				
	Relate learning at school to your citizen & consumer activities				
	Describe jobs & their stereotypes; analyze how they are reinforced				
Rights & Responsi-bilities	Compare & contrast the responsibilities of all family members				
	Describe personal learning & study skills as ways of meeting learner responsibilities				
	Determine abilities which comprise an effective consumer				
	Describe your legal rights & responsibilities as a U.S. citizen				
	Analyze how producers cooperate to accomplish difficult tasks				
Valuing & Decision Making	Analyze effects of people having different beliefs & values				
	Analyze the importance of generating alternatives & assessing consequences for decision-making				
	Analyze how past decisions influence your present decisions				
Achievement Motivation	Contrast goals you desire with goals you expect to complete				
	Examine the process & sequence of task accomplishment				
Problem Solving	Evaluate your limitations in helping self and others				
	Predict how you may change to fit into a future career				

KEY:
✓ : you have accomplished this step
W : you are still working on this step
☐: this step does not apply at this time

Content Areas	YOU CAN:	QUARTERS 1	2	3	4
Self Under-standing	Indicate the effects leisure activities have on your total health				
	Define your unique values, interests & capabilities				
	Evaluate how responsibility helps you manage your life				
Interper-sonal Relations	Communicate appreciation when others successfully complete a difficult task				
	Describe how the family constellations concept applies to you				
	Evaluate the importance and effects of group friendships				
	Describe how you can act to provoke desired behavior in others				
Expressing Ideas	Analyze when written expressions of opinions & beliefs are effective in influencing others				
	Analyze the four types of assertiveness styles				
Gathering & Processing Information	Analyze how life roles, settings, & events determine preferred life-styles				
	Relate learning & study skills to your work activities				
	Analyze stereotypes existing for you & how they limit your choices				
Rights & Responsi-bilities	Compare & contrast the rights of all family members				
	Analyze how academic & study skills form systems for learning				
	Evaluate purposes of taxes & how they support government				
	Compare & contrast consumer habits in other countries				
	Describe your responsibility-taking & enjoyment of producer rights				
Valuing & Decision Making	Describe & prioritize your values				
	Distinguish between alternatives involving varying degrees of risk				
	Analyze the consequences of decisions that others make				
Achievement Motivation	Evaluate importance of setting & striving toward realistic goals				
	Analyze a specific task you wish to accomplish				
Problem Solving	Use communications skills to help others				
	Analyze how your values, interests, & capabilities change				

Grade 10

KEY:
✓ : you have accomplished this step
W : you are still working on this step
☐: this step does not apply at this time

Content Areas	YOU CAN:	QUARTERS 1	2	3	4
Self Under-standing	Specify symptoms & warning signs of too much stress				
	Analyze how characteristics & abilities develop				
	Show how you manage your environment				
Interper-sonal Relations	Communicate your understanding of what another person has said				
	Describe families different from yours; predict how you might feel in similar circumstances				
	Analyze differences & similarities between cooperation & competition				
	Explore how environment shapes/controls behavior; examine your responses to persons shaping behavior				
Expressing Ideas	Analyze use of expression skills in various settings				
	Assess the needs you have in asserting yourself				
Gathering & Processing Information	Compare how life styles differ as to life roles, settings & events				
	Predict your use of knowledge from school in future experiences				
	Analyze stereotypes held by others & how they can limit choices				
Rights & Responsi-bilities	Describe the interrelationship between family rights & responsibilities				
	Evaluate your learning skills; explain how they can be improved				
	Describe your rights & responsibilities as world citizens				
	Describe legal rights & responsibilities of consumers				
	Describe the legal rights & responsibilities of producers				
Valuing & Decision Making	Predict how your values will influence your life style				
	Analyze the decision-making process used by others				
	Identify decisions you have made; analyze how they will affect future decisions				
Achievement Motivation	Analyze how planning time contributes toward effective life roles				
	Use various methods of evaluating task progress & achievement				
Problem Solving	Predict methods you could use in caring for medical emergencies				
	Predict some concerns you may have as you get older				

Grade 11

KEY:
✓ : you have accomplished this step
W : you are still working on this step
☐: this step does not apply at this time

Content Areas	YOU CAN:	QUARTERS			
		1	2	3	4
Self Understanding	Effectively reduce stress during tension-producing situations				
	Specify which characteristics and abilities you appreciate most				
	Assess how avoiding responsibility hinders the ability to manage self & environment				
Interpersonal Relations	Explain that the way you communicate influences others' reactions				
	Assess current family relationships; evaluate their effectiveness				
	Evaluate effectiveness of your friendship skills				
	Analyze the consequences of unacceptable behavior				
Expressing Ideas	Understand the relationship between self-respect & respect for others' opinions				
	Determine the losses, gains & risks of using assertive behavior				
Gathering & Processing Information	Determine how life roles, settings & events influenced your present life style				
	Discuss how compiling & integrating information occurs at all ages				
	Evaluate effects experience & information have on stereotypes				
Rights & Responsibilities	Describe results of parents & children not meeting responsibilities				
	Examine your responsibility-taking as a learner				
	Explain interactive effects of citizen rights & responsibilities				
	Evaluate your role as a consumer				
	Evaluate the importance of having laws & contracts for producers				
Valuing & Decision Making	Analyze how values affect decisions & actions in your life roles				
	Evaluate results of not using a systematic decision-making process				
	Evaluate your ability to generate alternatives, gather information, & assess consequences				
Achievement Motivation	Evaluate your ability to set, plan & achieve goals				
	Assess your ability to analyze, accomplish & evaluate tasks				
Problem Solving	Analyze how communications skills encourage problem-solving				
	Evaluate need for flexibility in your roles & choices				

Grade 12

KEY:
✓ : you have accomplished this step
W : you are still working on this step
☐: this step does not apply at this time

Content Areas	YOU CAN:	QUARTERS			
		1	2	3	4
Self Understanding	Analyze skills contributing to satisfying physical & mental health				
	Appreciate your uniqueness & encourage that uniqueness				
	Assess how taking responsibility for feelings & behavior enhances your life				
Interpersonal Relations	Evaluate & improve current communications skills				
	Predict your future family & skills needed to relate effectively				
	Recognize the value of friendships in an interdependent society				
	Evaluate & improve the effectiveness of your behavior toward others				
Expressing Ideas	Evaluate the effectiveness of your methods of expression				
	Evaluate the effectiveness of your assertive behavior				
Gathering & Processing Information	Assess effects of life roles, settings & events on life styles				
	Evaluate methods of compiling & integrating information; explore future methods				
	Evaluate your stereotypes; explain those you have changed				
Rights & Responsibilities	Examine your responsibility-taking & its effects in the family				
	Evaluate how you continue to be a learner & utilize knowledge of rights & responsibilities				
	Evaluate your responsibility-taking as a citizen				
	Analyze how you as a consumer help support the economic system				
	Speculate your future producer rights and responsibilities				
Valuing & Decision Making	Summarize the importance of understanding attitudes, values & their effects on your life				
	Analyze examples of effective use of the decision-making process				
	Implement the decision-making process in your life roles				
Achievement Motivation	Assess for use in the future your ability to achieve past goals				
	Predict how task analysis & evaluation apply to goal achievement				
Problem Solving	Use appropriate resources to help self & others				
	Analyze how concerns change as situations & roles change				

Progress Report Cover (Fold at center)

PARENT/STUDENT COMMENTS

ADVISOR/COUNSELOR COMMENTS

DEVELOPMENTAL GUIDANCE PROGRESS REPORT

___________ SCHOOL DISTRICT

GRADE TWELVE

Student ______________________________ Year ____________

School ______________________________ Advisor ____________

Counselor ______________________________ Principal ____________

The guidance program assists students to develop the life skills that are necessary for successful and satisfying daily living. Its goals include helping students grow in the areas of self concept and relating effectively to others; assisting students to learn how to obtain knowledge about others and the world around them; providing for students an understanding of their rights and responsibilities in their major life roles; developing in students a consciousness of personal values and the values of others; and strengthening student's abilities in decision-making, achieving, and problem-solving.

A COMPREHENSIVE GUIDANCE CURRICULUM

OVERVIEW: DEVELOPMENTAL FRAMEWORK

DEVELOPMENTAL FLOW OF GRADE LEVELS

Content Areas	Goals	Perceptualization Developmental Objectives	Conceptualization Developmental Objectives	Generalization Developmental Objectives
I. Self Understanding	A	K-1-2-3-4-5-6	7-8-9	10-11-12
	B	K-1-2-3-4	5-6-7-8-9-10	11-12
	C	K-1-2-3-4	5-6-7-8-9	10-11-12
II. Interpersonal Relations	A	K-1-2-3	4-5-6-7-8-9-10	11-12
	B	K-1-2-3-4-5	6-7-8-9-10	11-12
	C	K-1-2-3-4	5-6-7-8-9-10	11-12
	D	K-1-2-3	4-5-6-7-8-9-10-11	12
III. Expressing Ideas	A	K-1-2-3-4-5	6-7-8-9-10-11	12
	B	K-1-2-3-4	5-6-7-8-9-10	11-12
IV. Gathering and Processing Information	A	K-1-2-3-4-5	6-7-8-9-10	11-12
	B	K-1-2-3-4-5	6-7-8-9-10	11-12
	C	K-1-2-3-4-5	6-7-8-9-10	11-12
V. Rights and Responsibilities	A	K-1-2-3-4-5-6	7-8-9-10-11	12
	B	K-1-2-3-4-5-6	7-8-9	10-11-12
	C	K-1-2-3-4-5-6	7-8-9-10	11-12
	D	K-1-2-3-4-5-6	7-8-9-10	11-12
	E	K-1-2-3-4-5	6-7-8-9-10	11-12
VI. Valuing and Decision-Making	A	K-1-2-3-4-5-6	7-8-9-10	11-12
	B	K-1-2-3-4	5-6-7-8-9-10-11	12
	C	K-1-2-3-4	5-6-7-8-9-10	11-12
VII. Achievement and Motivation	A	K-1-2-3-4-5	6-7-8-9-10	11-12
	B	K-1-2-3-4-5-6-7	8-9-10	11-12
VIII. Problem-Solving	A	K-1-2-3-4-5	6-7-8-9-10	11-12
	B	K-1-2-3-4	5-6-7-8-9-10	11-12

A DEVELOPMENTAL FRAMEWORK
INDIVIDUAL MODEL

I. Self Understanding

A. Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.

1. Students will be aware of personal care skills necessary for satisfactory physical and mental health. (Perceptualization)

   Students will:
   - a. describe ways they care for themselves. (Kindergarten)
   - b. describe how they care for their physical health. (1st grade)
   - c. describe how they care for their mental health. (2nd grade)
   - d. describe how exercise and nutrition affect their mental health. (3rd grade)
   - e. recognize that they are important to themselves and others. (4th grade)
   - f. determine those situations in which they feel unhappy or angry and how they deal with those feelings. (5th grade)
   - g. understand what "stress" means and will describe methods of relaxation for handling stress. (6th grade)

2. Students will demonstrate personal care skills that will lead to satisfactory physical and mental health. (Conceptualization)

   Students will:
   - a. distinguish between things helpful and things harmful to physical health. (7th grade)
   - b. distinguish between things helpful and things harmful to mental health. (8th grade)
   - c. indicate the effects their leisure time activities have on their physical and mental health. (9th grade)

3. Students will demonstrate satisfactory physical and mental health. (Generalization)

   Students will:
   - a. specify symptoms and warning signs of too much stress and tension. (10th grade)
   - b. effectively reduce their stress during tension-producing situations. (11th grade)

768

c. analyze their own personal skills that have contributed to satisfactory physical and mental health. (12th grade)

B. Students will develop and incorporate an understanding of the uniqueness of themselves and others.

1. Students will be aware of the unique characteristics, interests, and capabilities of themselves and others. (Perceptualization)

   Students will:
   a. describe their appearance and their favorite activities. (Kindergarten)
   b. recognize how others differ from themselves. (1st grade)
   c. recognize activities that interest them and those that do not. (2nd grade)
   d. realize that environment influences interests and capabilities. (3rd grade)
   e. indicate that all people are different and that they have different skills and abilities. (4th grade)

2. Students will demonstrate an understanding of the importance of uniqueness in themselves and others. (Conceptualization)

   Students will:
   a. specify those personal characteristics and abilities that they value in themselves and others. (5th grade)
   b. compare their characteristics and abilities with others and will accept the differences. (6th grade)
   c. analyze how their characteristics and abilities can be expanded. (7th grade)
   d. analyze how personal characteristics, abilities and interests relate to job fields. (8th grade)
   e. define their unique values, interests and capabilities. (9th grade)
   f. analyze how characteristics and abilities develop. (10th grade)

3. Students will appreciate and encourage the uniqueness of themselves and others. (Generalization)

   Students will:
   a. specify which characteristics and abilities they appreciate most in themselves and others. (11th grade)
   b. appreciate their uniqueness and encourage that uniqueness. (12th grade)

769

C. Students will develop and incorporate an understanding of how they are able to effectively manage themselves and their environment.

1. Students will be aware that they can have control over themselves and their environment. (Perceptualization)

   Students will:
   - a. describe areas where they are self-sufficient. (Kindergarten)
   - b. describe responsibilities they have in their environment. (1st grade)
   - c. give such examples of their environment as their address and the way from school to home. (2nd grade)
   - d. describe situations where they have some control over themselves. (3rd grade)
   - e. recognize situations where they have some control over their environment. (4th grade)

2. Students will demonstrate an understanding of the importance of being able to manage themselves and their environment. (Conceptualization)

   Students will:
   - a. analyze how growing up requires more self-control. (5th grade)
   - b. understand how they can control desires rather than to allow desires to control them. (6th grade)
   - c. evaluate the relationship between mass media and self-control. (7th grade)
   - d. analyze how the determination of problem ownership helps them to better manage themselves and their environment. (8th grade)
   - e. evaluate how responsibility helps them manage their lives. (9th grade)

3. Students will effectively manage themselves and their environment. (Generalization)

   Students will:
   - a. show how they manage their environment. (10th grade)
   - b. assess how avoiding responsibility hinders their ability to manage themselves and their environment effectively. (11th grade)
   - c. assess how taking responsibility enhances their lives. (12th grade)

II. Interpersonal Relations

A. Students will develop and incorporate those listening and speaking skills which will allow them to communicate in their daily lives.

1. Students will be aware of listening and speaking skills which allow them to communicate in their daily lives. (Perceptualization)

   Students will:
   a. recognize that they listen to and speak with a variety of people. (Kindergarten)
   b. describe those methods that enable them to speak so they can be understood by others. (1st grade)
   c. describe those listening and speaking skills that allow them to understand others and others to understand them. (2nd grade)
   d. describe ways in which we communicate non-verbally to others. (3rd grade)

2. Students will demonstrate a growing ability to use listening and speaking skills which allow them to communicate in their daily lives. (Conceptualization)

   Students will:
   a. listen to and speak with both friends and others who are not close friends. (4th grade)
   b. recognize when they and others feel proud of their accomplishments and exhibit acknowledgement of that pride. (5th grade)
   c. discuss how communications skills improve their relationships with others. (6th grade)
   d. explain how communications skills contribute toward work within a group. (7th grade)
   e. analyze effective public speaking methods and skills. (8th grade)
   f. communicate appreciation when others successfully complete a difficult task. (9th grade)
   g. communicate their understanding of what another person has said. (10th grade)

3. Students will effectively use listening and speaking skills which allow them to communicate in their daily lives. (Generalization)

   Students will:
   a. explain that the way they communicate a thought or idea influences others' reactions to that thought or idea. (11th grade)
   b. evaluate their current communications skills and will continually improve those skills. (12 grade)

B. Students will develop and incorporate skills that encourage and enhance relationships with their families.

1. Students will be aware of family life and relationships. (Perceptualization)

   Students will:
   - a. recognize their family relationships. (Kindergarten)
   - b. describe the roles of each family member. (1st grade)
   - c. describe activities they participate in as a family. (2nd grade)
   - d. define what "family" means. (3rd grade)
   - e. describe the benefits of family cooperation. (4th grade)
   - f. describe their relationships with family members. (5th grade)

2. Students will demonstrate a growing ability to understand, encourage, and enhance their family relationships. (Conceptualization)

   Students will:
   - a. recognize situations that cause change in family relationships and describe ways to deal effectively with the new relationships. (6th grade)
   - b. analyze the importance of effective family relationships and the beliefs and skills that contribute toward those relationships. (7th grade)
   - c. describe a family meeting and explain how it can be helpful in establishing effective family relations. (8th grade)
   - d. describe how the concept of family constellations might apply to them. (9th grade)
   - e. describe families that are different from their own and predict how they might feel in that set of relationships. (10th grade)

3. Students will effectively use those skills that encourage and enhance relationships with their families. (Generalization)

   Students will:
   - a. assess their current family relationships and evaluate their effectiveness. (11th grade)
   - b. predict the type of families they might have in the future and how they might develop skills to relate effectively within those settings. (12th grade)

C. Students will develop and incorporate the ability to maintain effective relationships with peers and adults.

1. Students will be aware of their relationships with peers and adults. (Perceptualization)

Students will:
a. describe their work and play relationships with others. (Kindergarten)
b. describe characteristics they like in a friend and be aware of their personality characteristics that make up friendship qualities. (1st grade)
c. describe the process of making a friend. (2nd grade)
d. describe the process of making and keeping a friend. (3rd grade)
e. describe how people depend on each other to fulfill their needs. (4th grade)

2. Students will demonstrate a growing ability to create and maintain effective relationships with peers and adults. (Conceptualization)

Students will:
a. indicate methods that lead to effective cooperation with children and adults. (5th grade)
b. recognize the results of cooperativeness and the results of competitiveness. (6th grade)
c. evaluate those behaviors that help or hinder group cooperation and effectiveness. (7th grade)
d. evaluate the importance of friendships with peers and adults. (8th grade)
e. evaluate the importance and effects of group friendships. (9th grade)
f. analyze the differences and similarities between cooperation and competition. (10th grade)

3. Students will maintain effective relationships with peers and adults. (Generalization)

Students will:
a. evaluate the effectiveness of their own friendship skills. (11th grade)
b. recognize the value of maintaining effective friendships throughout life in today's interdependent society. (12th grade)

D. Students will develop and incorporate an understanding of reciprocal behavior and how actions have effects on others.

1. Students will be aware that the actions of one person affects the actions of others. (Perceptualization)

Students will:
a. recognize various interpersonal relationships in their lives. (Kindergarten)
b. recognize that they affect things and others around them. (1st grade)

773

        c. describe how the actions of others affect their own behavior. (2nd grade)
        d. recognize the actions they take that affect others' feelings. (3rd grade)

    2. Students will demonstrate an understanding of the importance of the concept of reciprocal behavior and how it affects them and others. (Conceptualization)

       Students will:
        a. explain how what they say affects others' actions and how what others say affects their actions. (4th grade)
        b. compare the results of their behavior upon others of different ages. (5th grade)
        c. describe ways peers and adults interact. (6th grade)
        d. evaluate ways peers and adults interact with each other in relation to the goals of behavior. (7th grade)
        e. describe situations where their behaviors affect others' behavior toward them. (8th grade)
        f. describe ways they can act to provoke a desired behavior in another person. (9th grade)
        g. explore ways that the environment shapes or controls their behavior and how they respond to those in the environment who are shaping their behaviors. (10th grade)
        h. analyze the cycle of consequences that might occur as the result of unacceptable behavior. (11th grade)

    3. Students will understand reciprocal behavior and how actions have effects on others. (Generalization)

       Students will:
        a. evaluate their behavior toward others and decide which are effective in interpersonal relationships and which need improvement. (12th grade)

III. Expressing Ideas

A. Students will develop and incorporate an understanding of the various methods of expression in their daily lives.

    1. Students will be aware of methods of expression in their daily lives. (Perceptualization)

       Students will:
        a. recognize different expressions for various feelings. (Kindergarten)
        b. describe different ways they express their own feelings. (1st grade)
        c. determine the appropriate situations for expressing different feelings. (2nd grade)

d. describe ways others express thoughts and feelings to them. (3rd grade)
e. describe what constitutes an opinion, a belief, and a fact. (4th grade)
f. discuss that all people have opinions and beliefs. (5th grade)

2. Students will demonstrate a growing ability to use various methods of expression in their daily lives. (Conceptualization)

Students will:
a. describe the various methods of expressing opinions and beliefs. (6th grade)
b. demonstrate skills necessary to express their opinions and beliefs in written form. (7th grade)
c. examine their own methods of expressing opinions and beliefs. (8th grade)
d. analyze situations when a written expression of opinions and beliefs is an effective means of influencing others. (9th grade)
e. analyze how to use skills of expression in a variety of settings. (10th grade)
f. understand the relationship between self respect and respect for others' opinions in group situations. (11th grade)

3. Students will effectively express themselves in their daily lives. (Generalization)

Students will:
a. evaluate the effectiveness of their own methods of expression in their daily lives. (12th grade)

B. Students will develop and incorporate skill in assertively and appropriately expressing themselves in their daily lives.

1. Students will be aware of the strength of their feelings and ideas and how they express those feelings and ideas. (Perceptualization)

Students will:
a. recognize situations when the desire to have their own way and situations when others feel they must have their way. (Kindergarten)
b. recognize that the way they feel about something may be the same or different from how others feel. (1st grade)
c. describe ways to express opinions so that they are understood by others. (2nd grade)
d. describe opinions that they feel strongly about. (3rd grade)

    e. discuss and differentiate the definitions of assertiveness, aggressiveness, and non-assertiveness. (4th grade)

2. Students will demonstrate an understanding of appropriate assertive behavior, its effects, and its benefits. (Conceptualization)

   Students will:
   a. determine the appropriate use of assertive behavior in individual and group situations and predict some consequences of that assertive behavior. (5th grade)
   b. develop relaxation techniques to prepare themselves for situations requiring assertive behavior. (6th grade)
   c. describe some of the emotional blocks to assertive behavior. (7th grade)
   d. describe non-assertive and aggressive behaviors and the problems produced by these behaviors. (8th grade)
   e. analyze the four types of assertiveness styles. (9th grade)
   f. assess the needs they have in asserting themselves. (10th grade)

3. Students will assertively and appropriately express themselves in their daily lives. (Generalization)

   Students will:
   a. determine the losses and gains possible from using assertive behavior in various situations and decide if the risks and consequences warrant that system of behavior. (11th grade)
   b. evaluate the effectiveness of their assertive behavior. (12th grade)

IV. Gathering and Processing Information

A. Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings, and events.

1. Students will be aware of life styles, life roles, settings, and events. (Perceptualization)

   Students will:
   a. describe their daily activities at home. (Kindergarten)
   b. describe their daily activities at school. (1st grade)
   c. describe necessary daily activities that are carried out by others. (2nd grade)
   d. recognize that people have varying roles and will describe their own roles. (3rd grade)

   e. understand what important events affect the lives of self and others. (4th grade)
   f. recognize what a life style is and what influences their own life style. (5th grade)

2. Students will acknowledge the interactive effects of life styles, life roles, settings, and events in their lives. (Conceptualization)

   Students will:
   a. analyze ways they have control over themselves and their lifestyles. (6th grade)
   b. evaluate their feelings in a variety of settings. (7th grade)
   c. predict their feelings in a variety of potential settings. (8th grade)
   d. analyze how life roles, settings, and events determine preferred life styles. (9th grade)
   e. compare how life styles differ depending on life roles, settings, and events. (10th grade)

3. Students will understand the interactive effects of life styles, life roles, settings, and events. (Generalization)

   Students will:
   a. determine how life roles, settings, and events have influenced their present life styles. (11th grade)
   b. assess the interactive effects of life roles, settings, and events and how these lead to a preferred life style. (12th grade)

B. Students will develop and incorporate the ability to compile and integrate information for use in their lives.

1. Students will be aware of the availability of information and how it is compiled and integrated. (Perceptualization)

   Students will:
   a. describe those things they learn at home. (Kindergarten)
   b. describe those things they learn at school. (1st grade)
   c. relate learning experiences at school to situations in the home. (2nd grade)
   d. describe those things they learn in the community as citizens and consumers. (3rd grade)
   e. describe how workers learn from their jobs. (4th grade)
   f. explore the various ways information is compiled so people can use it. (5th grade)

2. Students will demonstrate the development of skills in compiling and integrating information for use in their lives. (Conceptualization)

   Students will:
   a. analyze their own skills in compiling and integrating information (6th grade)
   b. relate their learning at school to their leisure activities. (7th grade)
   c. relate their learning at school to their activities in the community as citizens and consumers. (8th grade)
   d. relate their learning and study skills to their work activities. (9th grade)
   e. predict how they will use knowledge from school in future life and work experiences. (10th grade)

3. Students will compile and integrate information for use in their lives. (Generalization)

   Students will:
   a. discuss how the compiling and integrating of information occurs throughout life. (11th grade)
   b. evaluate their methods of compiling and integrating information and explore future methods of compiling information. (12th grade)

C. Students will develop and incorporate an understanding of stereotypes and the effects of information on stereotypes.

1. Students will be aware of stereotypes and some of their effects. (Perceptualization)

   Students will:
   a. mentally project adults into work activities other than those they do presently. (Kindergarten)
   b. distinguish which activities in their environment are done by certain people. (1st grade)
   c. define the meaning of stereotype. (2nd grade)
   d. describe stereotypes that correspond to certain jobs. (3rd grade)
   e. describe a variety of stereotypes and indicate ways that stereotypes affect them. (4th grade)
   f. indicate reasons why stereotypes are attached to jobs and groups. (5th grade)

2. Students will demonstrate a growing understanding of stereotypes and the effects of information on stereotypes. (Conceptualization)

   Students will:
   a. evaluate the ways certain groups (men, women, minorities, etc.) are stereotyped. (6th grade)

b. analyze the effects information can have on stereotypes. (7th grade)
c. describe occupations that have stereotypes existing for them and will analyze how those stereotypes are reinforced. (8th grade)
d. analyze stereotypes that exist for them and how those stereotypes limit their choices. (9th grade)
e. analyze stereotypes held by others and how those stereotypes can limit choices. (10th grade)

3. Students will understand stereotypes in their lives and environment and the effects of information on those stereotypes. (Generalization)

Students will:
a. evaluate the effects additional experience and information have had on those stereotypes in their lives. (11th grade)
b. evaluate their stereotypes and explain those they have changed. (12th grade)

V. Rights and Responsibilities

A. Students will develop and incorporate an understanding of the rights and responsibilities of family members.

1. Students will be aware of families and that family members have rights and responsibilities. (Perceptualization)

Students will:
a. describe what makes up a family. (Kindergarten)
b. recognize that there are families around the world. (1st grade)
c. understand that all family members contribute toward family life. (2nd grade)
d. recognize that there are different kinds of families. (3rd grade)
e. recognize that both parents and children have responsibilities. (4th grade)
f. recognize that both parents and children have rights as well as responsibilities. (5th grade)
g. describe the legal rights and responsibilities of family members. (6th grade)

2. Students will demonstrate a growing understanding of the rights and responsibilities of family members and the interrelationships of those rights and responsibilities. (Conceptualization)

Students will:
a. describe the importance and benefits of understanding their family rights and responsibilities. (7th grade)

779

b. compare and contrast the responsibilities of all family members. (8th grade)
c. compare and contrast the rights of all family members. (9th grade)
d. describe the interrelationship between family rights and the family responsibilities. (10th grade)
e. describe the results when responsibilities are not met by parents and children. (11th grade)

3. Students will understand and exemplify the rights and responsibilities of family members. (Generalization)

   Students will:
   a. examine their own taking of responsibility within the family and its effects on self and others. (12th grade)

B. Students will develop and incorporate an understanding of the rights and responsibilities of the learner.

1. Students will be aware of what constitutes learning and that learners have rights and responsibilities. (Perceptualization)

   Students will:
   a. describe what learning is and how they are learners. (Kindergarten)
   b. recognize that learning occurs at all ages. (1st grade)
   c. describe where they learn. (2nd grade)
   d. describe the basic methods of learning. (3rd grade)
   e. identify the learning process. (4th grade)
   f. describe the responsibilities involved for a learner. (5th grade)
   g. describe the rights involved for a learner. (6th grade)

2. Students will demonstrate an understanding that school is a learning environment where skills can be developed for meeting learner responsibilities. (Conceptualization)

   Students will:
   a. analyze the school as a learning environment and describe its effects on them. (7th grade)
   b. describe their personal learning and study skills as a means of meeting learner responsibilities. (8th grade)
   c. analyze how their academic and study skills form systems which apply to the learning of different subjects. (9th grade)

3. Students will understand and exemplify the rights and responsibilities of learners. (Generalization)

   Students will:
   a. evaluate personal academic and study skills and explain how they can be improved. (10th grade)
   b. examine their taking of responsibility in their roles as learners. (11th grade)
   c. evaluate how they continue to be learners and how they utilize the knowledge of their rights and responsibilities as learners. (12th grade)

C. Students will develop and incorporate an understanding of the rights and responsibilities of the citizen.

1. Students will be aware of citizenship and that citizens have rights and responsibilities. (Perceptualization)

   Students will:
   a. describe those rules they follow at home and school and why those rules are necessary. (Kindergarten)
   b. recognize the town, state, and country in which they reside. (1st grade)
   c. describe what a citizen is and how persons become citizens. (2nd grade)
   d. describe reasons why a country needs laws and government. (3rd grade)
   e. recognize basic rights and responsibilities that affect their lives as U.S. citizens. (4th grade)
   f. recognize that citizens are required to pay taxes to support city, state, and national governments. (5th grade)
   g. describe how the government uses tax money. (6th grade)

2. Students will demonstrate a growing understanding of the rights and responsibilities associated with the different aspects of citizenship. (Conceptualization)

   Students will:
   a. describe the legal rights and responsibilities they have as citizens of their towns and state. (7th grade)
   b. describe the legal rights and responsibilities they have as U.S. citizens. (8th grade)
   c. evaluate the purposes of taxes and how they support the government. (9th grade)
   d. describe their rights and responsibilities as world citizens. (10th grade)

3. Students will understand and exemplify the rights and responsibilities of the citizen. (Generalization)

   Students will:
   a. explain the interactive effects of citizen rights and citizen responsibilities. (11th grade)
   b. evaluate their taking of responsibility as citizens of their towns, state, and country. (12th grade)

D. Students will develop and incorporate an understanding of the rights and responsibilities of the consumer.

1. Students will be aware of consumerism and those skills which support the rights and responsibilities of the consumer. (Perceptualization)

   Students will:
   a. describe the appropriate place of purchase for various items. (Kindergarten)
   b. understand why people use money in our economic system. (1st grade)
   c. understand what a consumer is and how they are consumers. (2nd grade)
   d. describe how to use money correctly when paying for something. (3rd grade)
   e. discuss why the ability to determine need or priority is a significant consumer skill. (4th grade)
   f. discuss why the ability to compare and to determine quality are important skills for consumers. (5th grade)
   g. discuss the influence that advertising has on consumers. (6th grade)

2. Students will demonstrate a growing understanding of consumer rights and responsibilities and the application of those rights and responsibilities. (Conceptualization)

   Students will:
   a. analyze their families' spending patterns. (7th grade)
   b. determine those abilities which comprise an effective consumer. (8th grade)
   c. compare and contrast varying consumer habits in other countries. (9th grade)
   d. describe the legal rights and responsibilities of consumers. (10th grade)

3. Students will understand and exemplify the rights and responsibilities of the consumer. (Generalization)

   Students will:
   a. evaluate their roles as consumers. (11th grade)

b. analyze how they, as consumers, help to support our economic system. (12th grade)

E. Students will develop and incorporate an understanding of the rights and responsibilities of the producer.

1. Students will be aware of what a producer is and that producers have rights and responsibilities. (Perceptualization)

   Students will:
   a. describe the work activities of family members. (Kindergarten)
   b. describe different work activities and their importance. (1st grade)
   c. define "work" and recognize that all people work. (2nd grade)
   d. recognize that a producer can have many different roles. (3rd grade)
   e. recognize how they depend on different producers. (4th grade)
   f. realize that producers obtain rewards for their work. (5th grade)

2. Students will demonstrate a growing understanding of the rights and responsibilities of the producer. (Conceptualization)

   Students will:
   a. analyze the relationship between interests and producer-satisfaction. (6th grade)
   b. describe general rights and responsibilities of producers. (7th grade)
   c. analyze how producers may have to cooperate with each other to accomplish a large or difficult task. (8th grade)
   d. describe their present taking of responsibility and enjoyment of producer rights. (9th grade)
   e. describe the legal rights and responsibilities of producers. (10th grade)

3. Students will understand and exemplify producer rights and responsibilities. (Generalization)

   Students will:
   a. evaluate the importance of having laws and contracts to protect producers. (11th grade)
   b. speculate what their rights and responsibilities might be as producers in the future. (12th grade)

783

VI. Valuing and Decision-Making

A. Students will develop and incorporate an understanding of how values affect their lives.

1. Students will be aware of values and their effects. (Perceptualization)

   Students will:
   a. describe people and activities they enjoy. (Kindergarten)
   b. describe a variety of things that are important to them. (1st grade)
   c. recognize that what is important to them may not be important to others. (2nd grade)
   d. describe how what is important to others influences what is important to them. (3rd grade)
   e. define "values" and describe their own values. (4th grade)
   f. describe how their values influence what they do. (5th grade)
   g. define "attitudes" and "beliefs" and describe the effects attitudes and beliefs have on their decisions and goals. (6th grade)

2. Students will demonstrate a growing understanding of the values of themselves and others and the effects of those values. (Conceptualization)

   Students will:
   a. compare and contrast others' values. (7th grade)
   b. analyze the effects of people having different beliefs and values. (8th grade)
   c. describe and prioritize their values. (9th grade)
   d. predict how their values will influence their life styles. (10th grade)

3. Students will understand how values affect their lives. (Generalization)

   Students will:
   a. analyze how values affect their decisions and actions in their various life roles. (11th grade)
   b. summarize the importance of understanding their attitudes and values and how those attitudes and values affect their lives. (12th grade)

B. Students will develop and incorporate an understanding of the decision-making process.

1. Students will be aware of decisions and the decision-making process. (Perceptualization)

Students will:
a. describe choices they make. (Kindergarten)
b. recognize that everyone has to make choices. (1st grade)
c. describe those things they have learned which aid in making choices. (2nd grade)
d. describe their thought processes before a decision is made. (3rd grade)
e. describe the decision-making process. (4th grade)

2. Students will demonstrate a growing understanding of the steps involved in the decision-making process. (Conceptualization)

Students will:
a. describe the necessity of specifically identifying the decision to be made. (5th grade)
b. discuss how gaining more information increases their alternatives. (6th grade)
c. describe the importance of examining their values and opinions when making a decision. (7th grade)
d. analyze the importance of the concepts of generating alternatives and assessing the consequences and risks of each before making a decision. (8th grade)
e. describe the importance of reviewing the consequences of similar past decisions before making their final choice in the decision-making process. (9th grade)
f. analyze the decision-making process used by others. (10th grade)
g. evaluate the results when a systematic decision-making process is not used. (11th grade)

3. Students will understand the decision-making process and how it can be used effectively. (Generalization)

Students will:
a. analyze how the decision-making process can be used effectively by themselves and others. (12th grade)

C. Students will develop and incorporate the ability to implement the decision-making process and to understand the effects of past decisions on their present decisions.

1. Students will be aware of making decisions and how their lives are influenced by decisions. (Perceptualization)

Students will:
a. describe decisions they make by themselves. (Kindergarten)
b. recognize which decisions are difficult for them. (1st grade)
c. recognize why some choices are made for them; they can accept those choices and make their own decisions when appropriate. (2nd grade)

d. describe why they might want to change a decision and recognize when it is or is not possible to make that change. (3rd grade)
e. describe how their lives have been influenced by decisions they and others have made. (4th grade)

2. Students will demonstrate a growing ability to implement the decision-making process and to examine the effects of decisions. (Conceptualization)

Students will:
a. identify a major decision to be made and determine the smaller decisions required as part of the larger decision. (5th grade)
b. generate and increase the alternatives to a specific decision by gaining more information about that decision. (6th grade)
c. describe decisions they have made that were based on their values and opinions. (7th grade)
d. consider the consequences and risks involved for various alternatives to a specific decision. (8th grade)
e. identify past decisions and analyze how those decisions affect their present decisions and will affect their future decisions. (9th grade)
f. analyze the consequences of decisions that others make. (10th grade)

3. Students will implement the decision-making process and understand the effects of past decisions on their present decisions. (Generalization)

Students will:
a. provide examples and evaluate their present ability to generate alternatives, gather information, and assess the consequences in the decisions they make. (11th grade)
b. implement the decision-making process when making decisions in their various life roles. (12th grade)

VII. Achievement Motivation

A. Students will develop and incorporate skill in planning and setting goals.

1. Students will be aware of the planning process and goals they have achieved. (Perceptualization)

Students will:
a. describe what job they desire to do when they "grow up." (Kindergarten)
b. recognize that there are different ways for getting tasks accomplished. (1st grade)

c. describe a work activity they have to do and the way they get that activity done. (2nd grade)
d. describe the trial-and-error approach to a task. (3rd grade)
e. describe the planning process and compare it to the trial-and-error approach. (4th grade)
f. define the meaning of "goal" and describe some goals they have achieved. (5th grade)

2. Students will demonstrate an understanding of the skills involved in planning and setting goals. (Conceptualization)

   Students will:
   a. predict five goals they would like to achieve within five years. (6th grade)
   b. describe ways they have seen others use planning, the trial-and-error approach, and goal-setting. (7th grade)
   c. contrast goals they desire to complete with goals they expect to complete. (8th grade)
   d. evaluate the importance of setting realistic goals and striving toward them. (9th grade)
   e. analyze how planning the use of their time contributes toward their effectiveness in their life roles. (10th grade)

3. Students will demonstrate skill in effectively planning and setting goals. (Generalization)

   Students will:
   a. evaluate their ability to set goals and their use of the planning process in helping to achieve those goals. (11th grade)
   b. assess their ability to achieve past goals and integrate this knowledge for the future. (12th grade)

B. Students will develop and incorporate the ability to analyze, accomplish, and evaluate tasks.

1. Students will be aware of the steps involved in analyzing, accomplishing, and evaluating tasks. (Perceptualization)

   Students will:
   a. describe tasks they can accomplish at home. (Kindergarten)
   b. describe tasks they can accomplish at school. (1st grade)
   c. describe tasks that are carried out by self and others and the purposes of those tasks. (2nd grade)
   d. describe ways they judge if they have satisfactorily accomplished their tasks. (3rd grade)

e. describe steps they follow in producing a product or task they take pride in. (4th grade)
f. describe task analysis and how it contributes toward task accomplishment. (5th grade)
g. describe methods of evaluating progress and how they contribute toward task accomplishment. (6th grade)
h. describe methods and effects of evaluating achievement. (7th grade)

2. Students will demonstrate a growing ability to analyze, accomplish, and evaluate tasks. (Conceptualization)

Students will:
a. examine the process and sequence of task accomplishment. (8th grade)
b. analyze a specific task they wish to accomplish. (9th grade)
c. use a variety of methods to evaluate progress and achievement of a specific task. (10th grade)

3. Students will analyze, accomplish, and evaluate tasks. (Generalization)

Students will:
a. assess their present ability to analyze, accomplish, and evaluate tasks. (11th grade)
b. predict how task analysis and evaluation may apply to their achievement of future goals. (12th grade)

VIII. Problem-Solving

A. Students will develop and incorporate an understanding of the problem-solving process and how they may implement the process to help themselves and others.

1. Students will be aware of times when help is needed and of methods and resources available for helping themselves and others. (Perceptualization)

Students will:
a. describe situations when others do not communicate the same way they do. (Kindergarten)
b. describe ways they communicate empathy and understanding to others. (1st grade)
c. describe situations in which they need help from others. (2nd grade)
d. describe those activities in which others need their help. (3rd grade)
e. discuss various methods of relieving stress associated with problems. (4th grade)
f. describe resources that are available to help solve problems. (5th grade)

2. Students will demonstrate an understanding of the problem-solving process and how it can be applied. (Conceptualization)

   Students will:
   a. analyze when to ask for help. (6th grade)
   b. explore the problem-solving process and how listening and talking help to solve problems. (7th grade)
   c. evaluate their limitations in helping others and themselves. (8th grade)
   d. use communications skills to help others. (9th grade)
   e. predict methods they make use in caring for medical emergencies. (10th grade)

3. Students will implement the problem-solving process to help themselves and others. (Generalization)

   Students will:
   a. analyze how their communications skills encourage problem solving. (11th grade)
   b. use appropriate resources to help themselves and others. (12th grade)

B. Students will develop and incorporate the ability to anticipate and cope with change.

1. Students will be aware of the future and their ability to change. (Perceptualization)

   Students will:
   a. describe situations that are going to happen in the future. (Kindergarten)
   b. realize how they have changed during the past year. (1st grade)
   c. define what "future" means and describe situations they desire to happen in the future. (2nd grade)
   d. describe how life roles have changed and will change as they grow older. (3rd grade)
   e. describe how interests and capabilities can change. (4th grade)

2. Students will demonstrate a growing ability to anticipate and cope with change. (Conceptualization)

   Students will:
   a. imagine what their lives might be like in the future. (5th grade)
   b. predict what the world will be like in twenty years. (6th grade)
   c. predict ways in which some present careers may be different in the future. (7th grade)

789

d. predict how they may have to change to fit into a career in the future. (8th grade)
e. analyze how their values, interests, and capabilities have changed and are changing. (9th grade)
f. predict some of the concerns they may have as they get older. (10th grade)

3. Students will effectively anticipate and cope with change. (Generalization)

Students will:
a. evaluate the need for flexibility in their roles and choices. (11th grade)
b. analyze how concerns change as situations and roles change. (12th grade)

A COMPREHENSIVE GUIDANCE CURRICULUM

OVERVIEW: GRADE LEVEL COMPETENCIES

791

KINDERGARTEN

SELF UNDERSTANDING

Students will describe ways they care for themselves.

Students will describe their appearance and their favorite activities.

Students will describe areas where they are self-sufficient.

INTERPERSONAL RELATIONS

Students will recognize that they listen to and speak with a variety of people.

Students will recognize their family relationships.

Students will describe their work and play relationships with others.

Students will recognize various interpersonal relationships in their lives.

EXPRESSING IDEAS

Students will recognize different expressions for various feelings.

Students will recognize situations when they desire to have their own way and situations when others feel they must have their way.

GATHERING AND PROCESSING INFORMATION

Students will describe their daily activities at home.

Students will describe those things they learn at home.

Students will mentally project adults into work activities other than those they do presently.

RIGHTS AND RESPONSIBILITIES

Students will describe what makes up a family.

Students will describe what learning is and how they are learners.

Students will describe those rules they follow at home and school and why those rules are necessary.

Students will describe the appropriate place of purchase for various items.

Students will describe the work activities of family members.

VALUING AND DECISION-MAKING

Students will describe people and activities they enjoy.

Students will describe choices they make.

Students will describe decisions they make by themselves.

ACHIEVEMENT MOTIVATION

Students will describe what job they desire to do when they "grow up."

Students will describe tasks they can accomplish at home.

PROBLEM-SOLVING

Students will describe situations when others do not communicate the same way they do.

Students will describe situations that are going to happen in the future.

FIRST GRADE

SELF UNDERSTANDING

Students will describe how they care for their physical health.

Students will recognize how others differ from themselves.

Students will describe responsibilities they have in their environment.

INTERPERSONAL RELATIONS

Students will describe those methods that enable them to speak so they can be understood by others.

Students will describe the roles of each family member.

Students will describe characteristics they like in a friend and be aware of their personality characteristics that make up friendship qualities.

Students will recognize that they affect things and others around them.

EXPRESSING IDEAS

Students will describe different ways they express their own feelings.

Students will recognize that the way they feel about something may be the same or different from how others feel.

GATHERING AND PROCESSING INFORMATION

Students will describe their daily activities at school.

Students will describe those things they learn at school.

Students will distinguish which activities in their environment are done by certain people.

RIGHTS AND RESPONSIBILITIES

Students will recognize that there are families around the world.

Students will recognize that learning occurs at all ages.

Students will recognize the town, state, and country in which they reside.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will understand why people use money in our economic system.

Students will describe different work activities and their importance.

VALUING AND DECISION-MAKING

Students will describe a variety of things that are important to them.

Students will recognize that everyone has to make choices.

Students will recognize which decisions are difficult for them.

ACHIEVEMENT MOTIVATION

Students will recognize that there are different ways for getting tasks accomplished.

Students will describe tasks they can accomplish at school.

PROBLEM-SOLVING

Students will describe ways they communicate empathy and understanding to others.

Students will realize how they have changed during the past year.

SECOND GRADE

SELF UNDERSTANDING

Students will describe how they care for their mental health.

Students will recognize activities that interest them and those that do not.

Students will give such examples of their environment as their address and the way from school to home.

INTERPERSONAL RELATIONS

Students will describe those listening and speaking skills that allow them to understand others and others to understand them.

Students will describe activities they participate in as a family.

Students will describe the process of making a friend.

Students will describe how the actions of others affect their own behavior.

EXPRESSING IDEAS

Students will determine the appropriate situations for expressing different feelings.

Students will describe ways to express opinions so that they are understood by others.

GATHERING AND PROCESSING INFORMATION

Students will describe necessary daily activities that are carried out by others.

Students will relate learning experiences at school to situations in the home.

Students will define the meaning of stereotype.

RIGHTS AND RESPONSIBILITIES

Students will understand that all family members contribute toward family life.

Students will describe where they learn.

Students will describe what a citizen is and how persons become citizens.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will understand what a consumer is and how they are consumers.

Students will define "work" and recognize that all people work.

VALUING AND DECISION-MAKING

Students will recognize that what is important to them may not be important to others.

Students will describe those things they have learned which aid in making choices.

Students will recognize why some choices are made for them; they can accept those choices and make their own decisions when appropriate.

ACHIEVEMENT MOTIVATION

Students will describe a work activity they have to do and the way they get that activity done.

Students will describe tasks that are carried out by self and others and purposes of those tasks.

PROBLEM-SOLVING

Students will describe situations in which they need help from others.

Students will define what "future" means and describe situations they desire to happen in the future.

THIRD GRADE

SELF UNDERSTANDING

Students will describe how exercise and nutrition affect their mental health.

Students will realize that environment influences interests and capabilities.

Students will describe situations where they have some control over themselves.

INTERPERSONAL RELATIONS

Students will describe ways in which we communicate non-verbally to others.

Students will define what "family" means.

Students will describe the process of making and keeping a friend.

Students will recognize the actions they take that affect others' feelings.

EXPRESSING IDEAS

Students will describe ways others express thoughts and feelings to them.

Students will describe opinions that they feel strongly about.

GATHERING AND PROCESSING INFORMATION

Students will recognize that people have varying roles and will describe their own roles.

Students will describe those things they learn in the community as citizens and consumers.

Students will describe stereotypes that correspond to certain jobs.

RIGHTS AND RESPONSIBILITIES

Students will recognize that there are different kinds of families.

Students will describe the basic methods of learning.

Students will describe reasons why a country needs laws and governments.

798

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will describe how to use money correctly when paying for something.

Students will recognize that a producer can have many different roles.

VALUING AND DECISION-MAKING

Students will describe how what is important to others influences what is important to them.

Students will describe their thought processes before a decision is made.

Students will describe why they might want to change a decision and recognize when it is or is not possible to make that change.

ACHIEVEMENT MOTIVATION

Students will describe the trial-and-error approach to a task.

Students will describe ways they judge if they have satisfactorily accomplished their tasks.

PROBLEM-SOLVING

Students will describe those activities in which others need their help.

Students will describe how life roles have changed and will change as they grow older.

FOURTH GRADE

SELF UNDERSTANDING

Students will recognize that they are important to themselves and others.

Students will indicate that all people are different and that they have different skills and abilities.

Students will recognize situations where they have some control over their environment.

INTERPERSONAL RELATIONS

Students will listen to and speak with both friends and others who are not close friends.

Students will describe the benefits of family cooperation.

Students will describe how people depend on each other to fulfill their needs.

Students will explain how what they say affects others' actions and how what others say affects their actions.

EXPRESSING IDEAS

Students will describe what constitutes an opinion, a belief, and a fact.

Students will discuss and differentiate the definitions of assertiveness, aggressiveness, and non-assertiveness.

GATHERING AND PROCESSING INFORMATION

Students will understand what important events affect the lives of self and others.

Students will describe how workers learn from their jobs.

Students will describe a variety of stereotypes and indicate ways that stereotypes affect them.

RIGHTS AND RESPONSIBILITIES

Students will recognize that both parents and children have responsibilities.

Students will identify the learning process.

Students will recognize basic rights and responsibilities that affect their lives as U.S. citizens.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will discuss why the ability to determine need or priority is a significant consumer skill.

Students will recognize how they depend on different producers.

VALUING AND DECISION-MAKING

Students will define "values" and describe their own values.

Students will describe the decision-making process.

Students will describe how their lives have been influenced by decisions they and others have made.

ACHIEVEMENT MOTIVATION

Students will describe the planning process and compare it to the trial-and-error approach.

Students will describe steps they follow in producing a product or task they take pride in.

PROBLEM-SOLVING

Students will discuss various methods of relieving stress associated with problems.

Students will describe how interests and capabilities can change.

FIFTH GRADE

SELF UNDERSTANDING

Students will determine those situations in which they feel unhappy or angry and how they deal with those feelings.

Students will specify those personal characteristics and abilities that they value in themselves and others.

Students will analyze how growing up requires more self-control.

INTERPERSONAL RELATIONS

Students will recognize when they and others feel proud of their accomplishments and exhibit acknowledgment of that pride.

Students will describe their relationships with family members.

Students will indicate methods that lead to effective cooperation with children and adults.

Students will compare the results of their behavior upon others of different ages.

EXPRESSING IDEAS

Students will discuss that all people have opinions and beliefs.

Students will determine the appropriate use of assertive behavior in individual and group situations and predict some consequences of that assertive behavior.

GATHERING AND PROCESSING INFORMATION

Students will recognize what a life style is and what influences their own life style.

Students will explore the various ways information is compiled so people can use it.

Students will indicate reasons why stereotypes are attached to jobs and groups.

RIGHTS AND RESPONSIBILITIES

Students will recognize that both parents and children have rights as well as responsibilities.

Students will describe the responsibilities involved for a learner.

802

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will recognize that citizens are required to pay taxes to support city, state, and national governments.

Students will discuss why the ability to compare and to determine quality are important skills for consumers.

Students will realize that producers obtain rewards for their work.

VALUING AND DECISION-MAKING

Students will describe how their values influence what they do.

Students will describe the necessity of specifically identifying the decision to be made.

Students will identify a major decision to be made and determine the smaller decisions required as part of the larger decision.

ACHIEVEMENT MOTIVATION

Students will define the meaning of "goal" and describe some goals they have achieved.

Students will describe task analysis and how it contributes toward task accomplishment.

PROBLEM-SOLVING

Students will describe resources that are available to help solve problems.

Students will imagine what their lives might be like in the future.

SIXTH GRADE

SELF UNDERSTANDING

Students will understand what "stress" means and will describe methods of relaxation for handling stress.

Students will compare their characteristics and abilities with others and will accept the differences.

Students will understand how they can control desires rather than to allow desires to control them.

INTERPERSONAL RELATIONS

Students will discuss how communications skills improve their relationships with others.

Students will recognize situations that cause change in family relationships and describe ways to deal effectively with the new relationships.

Students will recognize the results of cooperativeness and the results of competitiveness.

Students will describe ways peers and adults interact.

EXPRESSING IDEAS

Students will describe the various methods of expressing opinions and beliefs.

Students will develop relaxation techniques to prepare themselves for situations requiring assertive behavior.

GATHERING AND PROCESSING INFORMATION

Students will analyze ways they have control over themselves and their lifestyles.

Students will analyze their own skills in compiling and integrating information.

Students will evaluate the ways certain groups (men, women, minorities, etc.) are stereotyped.

RIGHTS AND RESPONSIBILITIES

Students will describe the legal rights and responsibilities of family members.

Students will describe the rights involved for a learner.

Students will describe how the government uses tax money.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will discuss the influence that advertising has on consumers.

Students will analyze the relationship between interests and producer-satisfaction.

VALUING AND DECISION-MAKING

Students will define "attitudes" and "beliefs" and describe the effects attitudes and beliefs have on their decisions and goals.

Students will discuss how gaining more information increases their alternatives.

Students will generate and increase the alternatives to a specific decision by gaining more information about that decision.

ACHIEVEMENT MOTIVATION

Students will predict five goals they would like to achieve within five years.

Students will describe methods of evaluating progress and how they contribute toward task accomplishment.

PROBLEM-SOLVING

Students will analyze when to ask for help.

Students will predict what the world will be like in twenty years.

SEVENTH GRADE

SELF UNDERSTANDING

Students will distinguish between things helpful and things harmful to physical health.

Students will analyze how their characteristics and abilities can be expanded.

Students will evaluate the relationship between mass media and self-control.

INTERPERSONAL RELATIONS

Students will explain how communications skills contribute toward work within a group.

Students will analyze the importance of effective family relationships and the beliefs and skills that contribute toward those relationships.

Students will evaluate those behaviors that help or hinder group cooperation and effectiveness.

Students will evaluate ways peers and adults interact with each other in relation to the goals of behavior.

EXPRESSING IDEAS

Students will demonstrate skills necessary to express their opinions and beliefs in written form.

Students will describe some of the emotional blocks to assertive behavior.

GATHERING AND PROCESSING INFORMATION

Students will evaluate their feelings in a variety of settings.

Students will relate their learning at school to their leisure activities.

Students will analyze the effects information can have on stereotypes.

RIGHTS AND RESPONSIBILITIES

Students will describe the importance and benefits of understanding their family rights and responsibilities.

Students will analyze the school as a learning environment and describe its effects on them.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will describe the legal rights and responsibilities they have as citizens of their towns and state.

Students will analyze their families' spending patterns.

Students will describe general rights and responsibilities of producers.

VALUING AND DECISION-MAKING

Students will compare and contrast others' values.

Students will describe the importance of examining their values and opinions when making a decision.

Students will describe decisions they have made that were based on their values and opinions.

ACHIEVEMENT MOTIVATION

Students will describe ways they have seen others use planning, the trial-and-error approach, and goal-setting.

Students will describe methods and effects of evaluating achievement.

PROBLEM-SOLVING

Students will explore the problem-solving process and how listening and talking help to solve problems.

Students will predict ways in which some present careers may be different in the future.

807

EIGHTH GRADE

SELF UNDERSTANDING

Students will distinguish between things helpful and things harmful to mental health.

Students will analyze how personal characteristics and abilities and interests relate to job fields.

Students will analyze how the determination of problem ownership helps them to better manage themselves and their environment.

INTERPERSONAL RELATIONS

Students will analyze effective public speaking methods and skills.

Students will describe a family meeting and explain how it can be helpful in establishing effective family relations.

Students will evaluate the importance of friendships with peers and adults.

Students will describe situations where their behaviors affect others' behavior toward them.

EXPRESSING IDEAS

Students will examine their own methods of expressing opinions and beliefs.

Students will describe non-assertive and aggressive behaviors and the problems produced by these behaviors.

GATHERING AND PROCESSING INFORMATION

Students will predict their feelings in a variety of potential settings.

Students will relate their learning at school to their activities in the community as citizens and consumers.

Students will describe occupations that have stereotypes existing for them and will analyze how those stereotypes are reinforced.

RIGHTS AND RESPONSIBILITIES

Students will compare and contrast the responsibilities of all family members.

Students will describe their personal learning and study skills as a means of meeting learner responsibilities.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will describe the legal rights and responsibilities they have as U.S. citizens.

Students will determine those abilities which comprise an effective consumer.

Students will analyze how producers may have to cooperate with each other to accomplish a large or difficult task.

VALUING AND DECISION-MAKING

Students will analyze the effects of people having different beliefs and values.

Students will analyze the importance of the concepts of generating alternatives and assessing the consequences of each before making a decision.

Students will consider the consequences and risks involved for various alternatives to a specific decision.

ACHIEVEMENT MOTIVATION

Students will contrast goals they desire to complete with goals they expect to complete.

Students will examine the process and sequence of task accomplishment.

PROBLEM-SOLVING

Students will evaluate their limitations in helping others and themselves.

Students will predict how they may have to change to fit into a career in the future.

NINTH GRADE

SELF UNDERSTANDING

Students will indicate the effects their leisure time activities have on their physical and mental health.

Students will define their unique values, interests and capabilities.

Students will evaluate how responsibility helps them manage their lives.

INTERPERSONAL RELATIONS

Students will communicate appreciation when others successfully complete a difficult task.

Students will describe how the concept of family constellations might apply to them.

Students will evaluate the importance and effects of group friendships.

Students will describe ways they can act to provoke a desired behavior in another person.

EXPRESSING IDEAS

Students will analyze situations when a written expression of opinions and beliefs is an effective means of influencing others.

Students will analyze the four types of assertiveness styles.

GATHERING AND PROCESSING INFORMATION

Students will analyze how life roles, settings, and events determine preferred life styles.

Students will relate their learning and study skills to their work activities.

Students will analyze stereotypes that exist for them and how those stereotypes limit their choices.

RIGHTS AND RESPONSIBILITIES

Students will compare and contrast the rights of all family members.

Students will analyze how their academic and study skills form systems which apply to the learning of different subjects.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will evaluate the purposes of taxes and how they support the government.

Students will compare and contrast varying consumer habits in other countries.

Students will describe their present taking of responsibility and enjoyment of producer rights.

VALUING AND DECISION-MAKING

Students will describe and prioritize their values.

Students will describe the importance of reviewing the consequences of similar past decisions before making their final choice in the decision-making process.

Students will identify past decisions and analyze how those decisions affect their present decisions and will affect their future decisions.

ACHIEVEMENT MOTIVATION

Students will evaluate the importance of setting realistic goals and striving toward them.

Students will analyze a specific task they wish to accomplish.

PROBLEM-SOLVING

Students will use communications skills to help others.

Students will analyze how their values, interests, and capabilities have changed and are changing.

TENTH GRADE

SELF UNDERSTANDING

Students will specify symptoms and warning signs of too much stress and tension.

Students will analyze how characteristics and abilities develop.

Students will show how they manage their environment.

INTERPERSONAL RELATIONS

Students will communicate their understanding of what another person has said.

Students will describe families that are different from their own and predict how they might feel in that set of relationships.

Students will analyze the differences and similarities between cooperation and competition.

Students will explore ways that the environment shapes or controls their behavior and how they respond to those in the environment who are shaping their behaviors.

EXPRESSING IDEAS

Students will analyze how to use skills of expression in a variety of settings.

Students will assess the needs they have in asserting themselves.

GATHERING AND PROCESSING INFORMATION

Students will compare how life styles differ depending on life roles, settings, and events.

Students will predict how they will use knowledge from school in future life and work experiences.

Students will analyze stereotypes held by others and how those stereotypes can limit choices.

RIGHTS AND RESPONSIBILITIES

Students will describe the interrelationship between family rights and family responsibilities.

Students will evaluate personal academic and study skills and explain how they can be improved.

Students will describe their rights and responsibilities as world citizens.

812

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will describe the legal rights and responsibilities of consumers.

Students will describe the legal rights and responsibilities of producers.

VALUING AND DECISION-MAKING

Students will predict how their values will influence their life styles.

Students will analyze the decision-making process used by others.

Students will analyze the consequences of decisions that others make.

ACHIEVEMENT MOTIVATION

Students will analyze how planning the use of their time contributes toward their effectiveness in their life roles.

Students will use a variety of methods to evaluate progress and achievement of a specific task.

PROBLEM-SOLVING

Students will predict methods they may use in caring for medical emergencies.

Students will predict some of the concerns they may have as they get older.

ELEVENTH GRADE

SELF UNDERSTANDING

Students will effectively reduce their stress during tension-producing situations.

Students will specify which characteristics and abilities they appreciate most in themselves and others.

Students will assess how avoiding responsibility hinders their ability to manage themselves and their environment effectively.

INTERPERSONAL RELATIONS

Students will explain that the way they communicate a thought or idea influences others' reactions to that thought or idea.

Students will assess their current family relationships and evaluate their effectiveness.

Students will evaluate the effectiveness of their own friendship skills.

Students will analyze the cycle of consequences that might occur as the result of unacceptable behavior.

EXPRESSING IDEAS

Students will understand the relationship between self-respect and respect for others' opinions in group situations.

Students will determine the losses and gains possible from using assertive behavior in various situations and decide if the risks and consequences warrant that system of behavior.

GATHERING AND PROCESSING INFORMATION

Students will determine how life roles, settings, and events have influenced their present life styles.

Students will discuss how the compiling and integrating of information occurs throughout life.

Students will evaluate the effects additional experience and information have had on those stereotypes in their lives.

814

RIGHTS AND RESPONSIBILITIES

Students will describe the results when responsibilities are not met by parents and children.

Students will examine their taking of responsibility in their roles as learners.

Students will explain the interactive effects of citizen rights and citizen responsibilities.

Students will evaluate their roles as consumers.

Students will evaluate the importance of having laws and contracts to protect producers.

VALUING AND DECISION-MAKING

Students will analyze how values affect their decisions and actions in their various life roles.

Students will evaluate the results when a systematic decision-making process is not used.

Students will provide examples and evaluate their present ability to generate alternatives, gather information, and assess the consequences in the decision they make.

ACHIEVEMENT MOTIVATION

Students will evaluate their ability to set goals and their use of the planning process in helping to achieve those goals.

Students will assess their present ability to analyze, accomplish, and evaluate tasks.

PROBLEM-SOLVING

Students will analyze how their communications skills encourage problem-solving.

Students will evaluate the need for flexibility in their roles and choices.

TWELFTH GRADE

SELF UNDERSTANDING

Students will analyze their own personal skills that have contributed to satisfactory physical and mental health.

Students will appreciate their uniqueness and encourage that uniqueness.

Students will assess how taking responsibility enhances their lives.

INTERPERSONAL RELATIONS

Students will evaluate their current communications skills and will continually improve those skills.

Students will predict the type of families they might have in the future and how they might develop skills to relate effectively within those settings.

Students will recognize the value of maintaining effective friendships throughout life in today's interdependent society.

Students will evaluate their behavior toward others and decide which are effective in interpersonal relationships and which need improvement.

EXPRESSING IDEAS

Students will evaluate the effectiveness of their own methods of expression in their daily lives.

Students will evaluate the effectiveness of their assertive behavior.

GATHERING AND PROCESSING INFORMATION

Students will assess the interactive effects of life roles, settings, and events and how these lead to a preferred life style.

Students will evaluate their methods of compiling and integrating information and explore future methods of compiling information.

Students will evaluate their stereotypes and explain those they have changed.

RIGHTS AND RESPONSIBILITIES

Students will examine their own taking of responsibility within the family and its effects on self and others.

Students will evaluate how they continue to be learners and how they utilize the knowledge of their rights and responsibilities as learners.

Students will evaluate their taking of responsibility as citizens of their towns, state, and country.

Students will analyze how they, as consumers, help to support our economic system.

Students will speculate what their rights and responsibilities might be as producers in the future.

VALUING AND DECISION-MAKING

Students will summarize the importance of understanding their attitudes and values and how those attitudes and values affect their lives.

Students will analyze how the decision-making process can be used effectively by themselves and others.

Students will implement the decision-making process when making decisions in their various life roles.

ACHIEVEMENT MOTIVATION

Students will assess their ability to achieve past goals and integrate this knowledge for the future.

Students will predict how task analysis and evaluation may apply to their achievement of future goals.

PROBLEM-SOLVING

Students will use appropriate resources to help themselves and others.

Students will analyze how concerns change as situations and roles change.